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ABSTRACT

This practical guide and its supplement address the adult basic education (ABE)-Business/Industry partnership in all aspects. The guide considers the concerns of how to expand programs successfully into the workplace. The format of the guide conveys the following: the project approach to a particular area, the results of that approach, and recommendations for further implementation. These essential steps are covered: starting up, records and reporting, staffing a program, surveying and site selection, business/education partnership, setting up sites, teachers, tutors, marketing, and evaluations. Appendixes provide examples of letters, surveys, forms, articles, flyers, etc. for use as guides for development for personal needs. An outline is included of a 30-hour series of instructional modules to train ABE teachers for the workplace. The supplement contains examples of letters, forms, surveys, articles, assessments, evaluations, statistics, partnership agreement, individual learning plans, functional context materials, advisory meeting agendas, and minutes that were developed and used in the project. They are intended to guide design of other workplace basic skills programs. (YLB)

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ED 368 911

BASIC SKILLS IN THE WORKPLACE:

PRACTICAL GUIDE FOR DEVELOPMENT & IMPLEMENTATION

PARKWAY AREA
ADULT BASIC EDUCATION PROGRAM

JUNE 30, 1990

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PRE-TECHNICAL WORKPLACE INITIATIVE

MODEL GUIDE

DEVELOPED FOR THE

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM
PARKWAY SCHOOL DISTRICT
ST. LOUIS, MISSOURI

FOR THE

DIVISION OF ADULT EDUCATION
MISSOURI STATE DEPARTMENT OF EDUCATION

JUNE 30, 1990

Submitted by

Nancy N. Spradling
Project Coordinator

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INTRODUCTION

The following guide is the result of a pilot project entitled "Pre-technical Workplace Initiative" funded by the Missouri State Department of Education, the Adult Basic Education (ABE) Division. The 353 Grant was awarded to the Parkway Area Adult Basic Education Program which operates under the coordination of Donna Burk, Director. The focus of this project was to design a system for ABE expansion into the workplace. Knowing the increasing demands that are placed upon ABE programs, it is hoped that the suggestions within the guide will present a simplified approach for implementing basic skills in the workplace sites, insuring accountability, standardization, and above all, success.

Much has been written about the lack of literacy skills and the low basic skills of today's workforce--the undereducated worker or the "functionally illiterate" employee who is performing his present job on a continuum of modest to relatively low success, probably not able to retrain for a more technical job. Many of these workers would like to be able to tackle the more complicated jobs in the automated, complex world of industry in the 1990's. Low basic skills will hold these workers back. Many will not be given a choice as their jobs become more technical.

According to Jump Start (The Final Report of the Project on Adult Literacy, January, 1989), 75 % of the workers in the year 2000 are already working in 1990. School reform is certainly necessary, but we must provide services to those already out of school, with jobs and families. For these adults, school reform is too late. They need to raise their basic skill level now. We must reshape the current workforce.

In years past, being literate meant that you could write your name or that you had completed the fifth grade in school. But as the world becomes a more technical place in which to live and work, the definition of literacy is changing. Employers need workers who can not only read, write and compute at the post-secondary level, but workers who know how to think critically, problem-solve and successfully meet the challenge of change.

Many publications detail how to implement basic skills workplace instruction--usually referring to the "ideal" situation and student. Current theories question whether or

not ABE should take the lead in developing programs for "on site" usage, even though it appears that ABE is the best prepared to provide basic skills instruction. Adult educators are the logical providers to prepare employees for the technical changes that are occuring, and will continue to occur, in the workplace. The dilemma ABE program directors face is: Do ABE programs continue to serve only a few sites, referring all other requests for instruction to already existing ABE classes, or should programs respond to the challenge by changing the delivery system to meet the real needs of business and industry?

According to Missouri's most recent study on literacy, Jobs Without People: The Coming Crisis for Missouri's Workforce (The Final Report of the Governor's Advisory Council on Literacy, October 1989), the key to the future is partnerships. Public education alone is not the answer. The business community must become partners with education so that adults, already in the workforce, will be able to perform the more complex jobs of the future.

Partnerships are often a stumbling block for ABE directors. It seems easier to "do it yourself" than to go through all the hassle of dealing with another agency. Attitudes, desires, and expectations differ between two people, much less between two agencies! This guide will address how to ease the task of partnership development. Step-by-step, it will take the reader into the workplace, through practical moves that solidify successful partnerships with the least amount of time spent.

Responsibilities between partners differ. If you are sure of what your responsibilities are, and if you can identify and assist with the responsibilities of the employer, then the process will go much smoother. Organizing your agenda and knowing your responsibilities before proceeding into partnership negotiations will help ensure the success of your program.

The second largest deterrent to alliances between education and the business community is money. That awful word! Educators are hesitant to talk about money, but the business community understands the need very well. Nothing much is accomplished without it. Educators think of themselves as being intrinsically good and doing good works and therefore we do not want to spoil our image by allowing such words as "profit" to creep into our realm of thoughts. The cost of an

adult education program is more than paper, pencils, books and teachers' salaries. We delude ourselves if we assume that this is all there is to a quality ABE program. Any extra monies received, over and above the basic costs, could be put into a fund for research, training, long range strategic planning, marketing and program development. How quickly our minds turn to seeing the advantage of connecting with companies who need our expertise and are willing to pay for it.

We must give thought to how we are going to handle all of this. This guide addresses the ABE-Business/Industry partnership in all aspects. It does pay particular attention to partnership development and finances. But successful expansion into the business community addresses many other areas; staffing, site selection, teacher and tutor recruitment and training, and evaluation.

This guide was developed from the bottom up, not the top down. ABE directors in the St. Louis area contributed to its development. The guide addresses concerns from a practical standpoint of how to successfully expand programs into the workplace--not just one site, but many.

As the Pre-technical Workplace Project proceeded, all problems and successes were recorded. The format of this guide is to let the reader know: the Project approach; results of the Project; and finally, recommendations for future successful programs.

Before implementation of basic skills in the workplace programs, each ABE program director needs to carefully consider two important concepts: **Change** and **Support**. In Workplace Basics the inevitability of the first, leads to the importance of the second.

When offering our traditional ABE classes, those which are held in settings such as schools, churches and community buildings, and using the tried and true ABE curriculum; we feel confident and comfortable. Equipped with expertise we are in control. However, when negotiating with business and industry, we must be prepared to do what we are asking of our students: be ready for change. Our expertise must fit with the needs of the company, and this involves thinking about ABE and the delivery of services in a different way.

It is important to listen, as much as to explain, in planning a curriculum that makes academics more meaningful to the undereducated employee. The company agenda is important to both the employer and the employee. Teachers who recognize and accommodate this reality, while operating a successful educational program, will have greater potential for success in this new venture.

Because the need to adapt and meet the challenge of change places new demands on these teachers, more support is needed. The business and industry setting is one that demands quick accountability and success. There will be greater demands on workplace teachers because production is involved. A workplace teacher needs to have expert knowledge of ABE materials, procedures, and policies; but also must be willing to adapt to the needs of the employment site. It is necessary to encourage good communication and cooperation between the Adult Basic Education Program and company officials to ensure satisfying company goals, as well as student (employee) needs. Much more effort on the part of the program and teacher is required to make sure the program stays on track and meets everyone's needs. An ABE director or supervisor should be prepared to lend support to workplace teachers in the areas of training and preparation time.

Workplace teachers will be required to teach reading by using some of the materials that students will need to read on the job. Writing may be taught by using memos and reports that are required in the worksite, along with traditional writing exercises. The actual math computations demanded the next day at work, may be used as demonstrations in the math class. To switch from a traditional ABE teacher to a workplace teacher may require more training and more support to ensure a quality program.

June 30, 1990

Dear Adult Educator:

The following guide is designed so that the reader is told how a particular area is approached, the results of that approach, and recommendations for further implementations.

In the appendices there are examples of letters, surveys, forms, articles, flyers, etc. Use these as guides for development for your personal needs. Also included is an outline of a 30-hour series of instructional modules to train adult basic education teachers for the workplace.

Again, these are only guides but will be a good basis for you to design your individual programs. Feel free to use information obtained in the manual and mold it to fit your programs. If my office can be of any assistance, please call me at (314) 469-8523.

Good Luck,

Nancy Spradling

The Pilot Project

Pre-Technical Workplace Initiative

The Parkway Area Adult Basic Education Program received a grant to expand its services to include basic education classes in the workplace. The Project, which was entitled "Pre-Technical Workplace Initiative", was funded through a grant from the State Department and was directed by Donna Burk, Director of the Parkway Area ABE Program.

The 6 month Project ran from January through June and was divided into two phases.

In Phase I the Project was:

1. to survey business/industry and develop survey forms.
2. to select 3 sites - one will require a job audit.
3. to recruit and train 3 new ABE teachers from applications received through recruitment procedures.

   to train these teachers with 30 hours of paid training which will include computer-literacy and workplace orientation.
4. to recruit and train 9 tutors; tutors will be recruited from the ranks of successful, on-site workers; training will be in regular tutor-training sessions and on-site under the direction and supervision of the site instructor.
5. to develop procedures and assessment tools to perform job audits.
6. to develop assessment tools to assess attitudes.
7. to set-up Advisory Committees at each site that will include management, workers, and educational staff.

In Phase II the Project was:

1. to develop a model guide to aid adult education directors in developing their own workplace sites and continue to supervise the sites in operation.

STARTING UP

Pilot Approach:

The Pre-technical Workplace Initiative Project was funded through a grant from the State Department to the Parkway Area Adult Basic Education Program under the direction of Donna Burk. The two goals of the project were: to begin workplace basic skills classes at three business or industrial sites, conducting a task analysis at one, and recruiting and training three teachers and nine tutors to conduct the classes; to design a system for ABE expansion through an evaluation of goal # 1. A model guide was developed to aid ABE program directors in their efforts to help business and industry improve the educational levels of employees facing technological change and possible retraining.

Results:

Three sites were started, three teachers recruited and trained for ABE in workplace sites, and six tutors were recruited. Four tutors were recruited from the workplace and two from outside. Three of the newly enlisted tutors attended training. Of the 54 employees both assessed and enrolled at the three sites, 6 fell into the literacy level on their reading score (below 6.0)

Recommendations:

There are many ways that workplace basic programs can be started. Using start-up money from a main funding source, as Parkway did, is only one. Parkway actually had one site in place before the pilot project began. This site was used to generate interest from other companies. Getting one site going and publicizing it is one of the ways to begin your own efforts. Other options are: to talk with local business organizations about the ABE program that you are prepared to offer; to use local sources such school and community organizations to gain business and industry contacts; and to use your brochures to advertise a new offering of Workplace Basics. The best way to get started is to decide what your program is prepared to offer, considering the essential steps and developing a time line (Appendix A-1); then be creative about thinking of how you can serve business and industry. Some work sites will not be suitable and some will. We have a valuable service to offer to the most productive segment of society, the **American Worker**.

RECORDS and REPORTING

Pilot Approach:

The project was responsible for submitting to the Parkway Program Director, the monthly and quarterly reports required of all ABE sites. Once the sites were operational workplace basic teachers were responsible for contact hours and they were paid according to the policies and procedures of the Parkway ABE Program. Other records kept on the project were: (1) a Business and Industry Contact Form (Appendix B-1) and (2) an Infomation Folder on each of the sites that includes: student information, Advisory Committee activity, evaluations, needs assessment efforts of the employer at that particular site, tutor information, and task analysis information, if conducted.

Results:

All statistics on the project were kept on a computer; consequently, it was fairly easy to up-date information as it came in. The contact infomation kept on the companies proved most helpful. Often a company would call back several weeks after the initial contact, and it was invaluable to know what had transpired prior to that call. Phone contacts were made with 34 businesses. Several companies requested programs as soon as possible. Some specific items proved helpful in evaluating the success of the program:

1. student information gathered, such as test scores, attendance and GEDs
2. personal information, such as objectives and future employment plans
3. materials used to reach objectives

Recommendations:

It is recommended that two systems of record keeping be established before your workplace program is set up:

1. a way of recording all business and industry contacts
2. a folder containing information you will need to evaluate the success of your workplace sites.

Record-keeping and reports are the necessary evils of all programs. Deciding what information is important and devising a simple system for gathering that information early in your start-up will reduce much of the stress of expanding beyond the present ABE boundaries.

STAFFING A PROGRAM

Pilot Approach:

The Project was conducted by two part-time staff personnel, a Clerk and the Project Coordinator. (Appendix C-1) The Clerk provided secretarial and clerical support necessary for the project. It was the job of the Coordinator to plan and coordinate all aspects of the project. These included: 1. selection of sites, 2. negotiating the partnerships with business and industry, 3. recruiting,training, and supervising all staff hired by the project, 4. maintaining all records, writing and submitting all reports, and 5. eventually writing the model guide for the development of workplace basic skills site development and implementation.

Results:

There were many duties to perform during the conduct of the pilot project, and it was definitely a "full" part-time job for both of the staff.

Recommendations:

When beginning the workplace basic skills programs, it is recommended that each ABE Director select and train one part-time staff person to be the Coordinator responsible for helping with organizing and directing the efforts. Partnerships take time. This coordinator needs to be enthusiastic and committed to the concept of on-site education for employees. The Coordinator is representative of your program and must be a person who knows ABE, one in whom you have confidence, and who can inspire the same confidence in the business or industry. The Coordinator needs to be able to think along with the partners, and offer suggestions as the discussion of needs progresses. It must be realized that even when one thinks sufficient preparation has been made, there will certainly be situations that develop which require more preparation, planning and adaptation. Negotiations take time and certain expertise skills must be developed to make them go smoothly; however, these skills can be honed with practice.

SURVEYING and SITE SELECTION

Pilot Approach:

A Business/Education Survey (Appendix D-1), Project business card, and stamped, return post card were sent to 110 companies located within the six school districts covered by the Parkway Area ABE Program. The businesses were chosen from Large Employers of the St. Louis Region 1988-89 (Research & Planning Division, St. Louis Regional Commerce & Growth Association (RGCA)in St. Louis, Missouri, 63102). Returned post cards expressing interest were followed up by a letter with the Employee Basic Skills Interest Survey. (Appendix D-2) Phone calls with key personnel followed to set up initial contact meetings. According to the Pilot Project Proposal, one of the three sites needed to be a site where a task analysis was conducted. This restriction was reflected in the final decision concerning which sites were chosen.

Results:

Thirteen post cards were returned and several phone calls were received. The first site chosen began almost immediately after our initial contact. The personnel director surveyed his employees through a memo posted at a popular break area in the factory. As soon as 15 persons had signed up, an Employee Orientation Meeting (Appendix D-3) was held and classes began the next day. As the companies enlarged, so did the complexities of beginning class. The second site took one month from initial contact to the beginning of classes; the third site took two months and several planning meetings.

Recommendations:

Use the local Chambers of Commerce to verify addresses and phone numbers as decisions are made concerning which businesses will be contacted. Target larger companies by phone and try to set up meetings for each company interested. Find out who within the company is responsible for training and education. In the beginning of site selection, every attempt should be made to talk to the person who could begin to implement the program.

BUSINESS/EDUCATION PARTNERSHIP

INITIAL CONTACT

Pilot Approach:

In the first stage of partnership development, usually a phone conversation with a key personnel company employee ensued. This person might be the Director for Human Resources or Director of Training. What the ABE Program was prepared to offer the company was discussed and questions were asked that pertained to the perceived needs of the company. From this initial contact, one of four outcomes resulted: a meeting with key personnel was scheduled; a Fact Sheet (Appendix E-1) and Basic Education Employee Survey was mailed out, along with a business card; the company expressed interest but could not implement at this time; the company expressed no need for ABE services. All contacts were documented with: company name and address, contact person, title and phone number, date of the contact, and a brief summary of the initial conversation. Follow-up contacts were documented, also. a packet of information was taken to the initial meeting and left for the company to review at their convenience. The packet included information about an on-site basic skills program and information about ABE programs already in place. Samples of test booklets were also included.

Results:

Three sites were selected using this approach. The sites ranged in size from 225 to 1800 employees. The larger the site, the more layers of the organization needed to be addressed. At the smallest site, the Personnel Director made the decision and in one week employees were recruited; an orientation meeting was held and classes began. At the largest site the process from initial contact to the beginning of classes took 11 weeks.

Recommendations:

There are three major recommendations that can be made from the results of the pilot project:

1. At the initial meeting, get a commitment from the company for a time schedule for a date when the needs assessment will be conducted and when the company will be getting back to you.
2. Be sure to talk with key personnel members, whose job responsibilities involve quality and employee benefits.
3. Stress company benefits with union cooperation.

PLANNING

Pilot Approach:

Planning for the sites involved working with the key personnel and helping the company see how this program could be implemented and be beneficial to their operation. One very helful document to use at larger sites is Job-Related Basic Skills: A Guide for Planners of Employee Programs (Business Council for Effective Literacy: BCEL Bulletin, Issue 2, June 1987.) Call (212) 512-24155/2412 to obtain a copy. Another helpful document, and necessary reading if your program is beginning a workplace basic program, is Workplace Basics: The Skills Employers Want (The American Society for Training and Development, 1988) Call (703) 683-8100 to obtain a copy. Both of these documents are guides, only. Much of what is accomplished can be done with your own planning of what you can offer and then working with the business partners to find out how it can benefit them.

Results:

The more detailed steps from these two documents were not necessary in planning the GED/ABE program at the smallest site, Harvard Industries. However, at Missouri Baptist Hospital with 1800 employees and many layers of organizational structure, the documents were helpful in organizing their own planning committee. The Project Coordinator participated in a consultant capacity. In initial meetings the scope of our service was defined and the Project Coordinator lent advice and supplied information. The Hospital chose to call its initiative "The Practical Skills Program". (Appendix E-2) In this particular site, great sensitivity was shown for those employees who might be the most in need of low-level instruction.

Recommendations:

Ownership of a program is important to success; consequently, as the partnership is developed it is advised that creativity and uniqueness be not only tolerated but encouraged. During initial planning sessions, it is vitally important that the parameters of service available be set but that each company be allowed to develop a program that fits and benefits its own particular situation.

TASK ANALYSIS

Pilot pproach:

The task analysis site was a chemical plant which needed to assess 15 quality control inspectors (QCs) and prepare these employees for the computerization of their jobs. Two basic skills classes were set-up to accommodate the three shifts, while the company adapted a computer program to fit their needs. At the time of the initial classes, these adaptations were not complete; consequently, the procedures to learn the program were not finalized. As the technical supervisor and one of the QC inspectors worked out the program, the decision was made to mandate attendance in the basic skills classes for all QC workers. Both voluntary and mandatory students attended. The teacher was trained on a user-friendly tutor-typing course in order to familiarize QC inspectors with the keyboard and functions of the three computers installed in the skill's center. The next step was to instruct on a simple word processing package. All QC inspectors have been assessed and are working on basic skills deficiencies, also. In the next phase, a teacher will shadow QC workers in order to record what tasks are performed and to help the technical supervisor devise the procedures in order to maximize success for all QC inspectors as they make the change.

Results:

Because procedures were not worked out for the new job, a true task analysis was difficult to perform at this site. Also, since the company wanted the basic skills classes available to all employees, those who were mandated to attend and were paid, and those who attended without pay, a problem began to develop between the two categories. Another problem arose due to the company approach to the employees whose attendance was mandated.

Recommendations:

More experience in task analysis is necessary before specific recommendations can be made. There are, however, a few terms with which you will need to become familiar if your program is to perform a task analysis: (Appendix E-3)

1. **Instructional System Design** Stages: needs analysis, design, development, implementation and evaluating
2. **Competencies**: be prepared to list basic compentencies of the job matched to basic skills competencies
3. **Validation**: in the interest of time, be prepared to validate your list of competencies and curriculum design by input from several workers who are performing the job successfully and technical supervisors who supervise the job

BUSINESS-EDUCATION AGREEMENT
(FINANCES)

Pilot Approach:

Because the three sites were a part of the pilot project, they were established with no cost to the company. The contributions that the businesses made to the classes were: furnishing rooms, furniture, utilities, support staff, materials such as pencils and paper, access to copying machines, and storage space. A second type of financial support was to release employees to attend class. At one of the three sites, attendance was voluntary and on the employees' time. At the second site, which is one where 15 Quality Control Inspectors were preparing for the computerization of their jobs, the QC workers received over-time pay during the mandatory class. Other employees of the company could attend on their own time, and several did, but did not get paid. At the third site, all hospital employees, who could be released from their jobs, were allowed to attend during employment hours.

Results:

Attendance was fair, which made financing the sites on the basis of contact hours very tenuous. At the first site Parkway opened, the company was very interested in keeping the site opened; consequently, when it dropped below an average attendance of 12, the company picked up the salary of the teacher in order to keep the class going.

Recommendations:

Many ABE programs are going to a financial agreement which will help prevent any strain to the department. (Appendix E-4) Setting up a site for 15 participants, instructional materials and supplies, costs nearly $1,000. It is recommended that some agreement be signed which would allow the site to continue for at least 12 weeks. Possibly the site could be free, except for task analysis costs, unless the attendance drops below 12, and in that event the company would pick up the teacher's salary. (Appendix E-5) Another approach might be to separate the workplace classes from those of ABE, setting up a Development Fund for Workplace Basic Skills and charging realistic costs for the services. (Appendix E-6)

ADVISORY COMMITTEES

Pilot Approach:

During early planning sessions, whether formal or informal, each company was informed that an Advisory Committee would be formed to meet monthly for the purpose of fostering good communication among all those with vested interest in the success of the classes. It was the responsibility of the Project Coordinator to set up the committees which included: suggesting members, working out meeting schedules, agenda, conducting the meetings, and typing and distribution of minutes. All interested parties were invited to participate. Meetings were not held until the class had been operational for at least six weeks, and then they were held on a monthly basis. (Appendix E-7)

Results:

All three companies agreed to the concept and seemed eager to participate. Meetings were held at a convenient time and place, and kept to under an hour in length. A different recorder was chosen each month to spread this duty around. Both problems and successes were discussed; and in evaluating the project, it is believed that these meetings greatly contributed to the overall success of the programs.

Recommendations:

It is recommended that Advisory Committees be established. Although there was some time and effort involved in preparation for these meetings, the results were worth it. It was a time when not only the formal agenda was addressed, but many issues were discussed that had not been placed on the agenda. In an effort to have these committees fully functioning, the educational program might have to take on the initial responsibility for them. After the committee is functioning, many responsibilities for their operation may be delegated to the members.

SETTING UP SITES

MATERIALS

Pilot Approach:

From recording the results of the materials needed at the first site, a Materials and Supply List was developed to help set-up other sites, as well as to keep an inventory. Each site was equipped initially with this core of materials and supplies. The list for each site was put on the computer and updated as new materials and supplies were added. (Appendix F-1)

Results:

The participants who attended the sites were a combination of those who hoped to earn GED Certificate and those who wanted to review or upgrade their basic skills. Adjustments for materials were made after the participants were assessed. One site needed literacy-level reading material for 1/3 of the 15 assessed, and another site which has tested 16, had no students who were reading at or below literacy-level. There has been a need for more general and job-related reading material at higher educational levels. At one site, the students are working on deficiencies in their basics and also learning the keyboard from a user-friendly tutor typing software package. These 15 students are facing the computerization of their jobs as Quality Control Inspectors. At the hospital site, the need for math and writing seemed to be the greatest. At that site there is an emphasis on using a functional-context approach, asking students to bring in material that is used on the job site to teach reading, math and writing.

Recommendations:

Set priorities for your program. Focus on a reasonable number of sites which could possibly open the first year. Develop and use some guide for a 15 participant site, and then be flexible enough to adapt to the situation. As ABE teachers entering a new arena, we will be developing more curricula, seeking new and more job-specific materials, and preparing to create an exciting educational setting where the learning becomes more meaningful. We truly individualize our program which means that we will be working with a brand new world ourselves, as we learn the language of our students' jobs.

ASSESSMENT

Pilot Approach:

Assessment was accomplished during the first two weeks of class. The McGraw Hill Locator Test was used to determine which of the four levels of the TABE 5 and 6 to use. For students who needed the E Level Reading test a Slosson Oral Reading Test was also administered. Every effort was used to determine reading material placement for literacy-level students. Before the language test was given, a writing sample (Appendix F-2) was obtained from each student to assess writing ability and to determine the test level booklet to be used for formal assessment. Each teacher decided on the writing assignment. Only assessment materials were taken to the sites during the first two classes held. Classes were two and a half hours long. While assessment was in progress, profile sheets, also from McGraw-Hill, were filled out on each participant. These helped the teachers pinpoint strengths and weaknesses. The area in which to begin studying was determined by teacher and student. Because workplace basic classes emphasize helping students to become **problem solvers** and **critical thinkers**, self-assessment and self-determination should be a part of the assessment process.

Results:

All students began testing in a group, but as usually happens in ABE classes, soon participants were testing individually. One teacher tested the group together; the other two allowed for more individualized testing. Since the tests were timed, it was difficult to monitor unless the group tested together. In the three pilot sites, a total of 59 employees have been assessed. About 1/2 need the GED, and ten read below the sixth grade. Reading averages for the classes are higher than the averages for math and writing.

Recommendations:

Although the TABE seems adequate for an assessment tool, caution must be used in placing too much emphasis on the formal assessment instrument. Informal assessment is equally important such as: listening to students read and discuss; watching students rework the simplest math problems missed on the test; and evaluating writing through personal writings. Tie the basics to the performance on the job more closely by involving the direct supervisor in the assessment of the basics. (Appendix F-3) The present workplace instructional staff is currently working on a system that will more effectively do this.

TEACHERS

RECRUITMENT

Pilot Approach:

The Parkway ABE Program was recruiting for three types of positions; ABE, ESL and Workplace ABE. Each position was discussed at a recruitment session. The recruitment of new ABE teachers for the workplace consisted of drawing from a pool of certified teachers, those already equipped with knowledge of methods of instruction and learning theory, and providing the overlay of ABE training. Four main recruitment techniques were used:

1. a flyer (Appendix G-1) was developed for distribution to: 1989 retirees in a letter (Appendix G-2); and the Parent Support Group during a regularly scheduled meeting. Still vital retirees and parents raising young children are two groups from which good, committed part-time instructors might be drawn;
2. an ad was placed in the newspaper for 3 days (Appendix G-3);
3. the Parkway Schools Personnel Department was asked to forward applications for teaching positions which had not been filled; and
4. a video was produced to be shown at an hour-long recruitment session

Results:

Thirty-five applications, with transcripts and teacher certification, were placed on file. Nineteen teachers attended the recruitment session. From the applications received, teachers were interviewed and eight teachers completed training. Five of these were training for ABE positions and completed the first 12 hours. The three workplace teachers completed an extra 18 hours of training.

Recommendations:

In recruiting new teachers, the importance of flexibility needs to be stressed. Most workplace sites hold classes in early or late afternoon; ABE sites may be day or evening. It is recommended that some recruitment and standard criteria for selection procedures be used. The worksite may have some literacy problems, but math and language scores average far below reading levels, so teachers need to be recruited that are capable and comfortable in these particular areas.

TRAINING

Pilot Approach:

Because teacher training is not job specific, the teachers were instructed in the general methods of ABE instruction and thus were given the tools necessary to design a program for a particular worksite. Fifteen instruction modules were developed especially for this project. The modules included lectures, class participation, and observations. The modules varied in length from 30 minutes to 4-1/2 hours and covered the following areas: introduction to ABE, new student orientation, testing, assessment, materials, computer literacy, methods of instruction, record keeping, the use of volunteers, learning theory, learning center and worksite observations, the GED, types of workplace programs, business and industry in the next decade, and classroom management and evaluation. Training was conducted at the Parkway Instructional Services Center, the Computer Center of Central Junior High, and at a worksite. The training was held over a five day period (with both morning and evening instruction for the first two days). Appendix G-4 contains a teacher training schedule and outlines for each of the fifteen modules. Approximate length, objectives, number of handouts, place held and the training outline is contained in each module. The three worksite teachers also attended the 3-day beginning ABE teacher training session at Moberly, Missouri, which certified them for the state requirements.

Results:

Three teachers were trained. One over-all request in evaluation of the training was more hands-on experience. Each teacher believed that more time in a workplace site or a learning center would be helpful, following their module training. The need to actually administer tests, develop individual programs, and practice instruction was expressed by all three teachers.

Recommendations:

Train teachers in a setting where more hands-on experience is possible. However, be sure to cover all areas included in the training modules. The information seemed appropriate and valuable, but some of the material presented did not take on significant meaning until it was put into use.

TUTORS

RECRUITMENT

Pilot Approach:

Tutor recruitment was conducted within the company. Each student enrolled was asked to become a tutor-sponsor for the class. An invitational letter was developed (Appendix H-1) for students to use for recruiting fellow workers. The rationale for this approach was two-fold: fellow workers would understand the workplace and the literacy demands of it; and participants would know of co-workers whom they considered helpful. These invitations would be given to persons to whom they would go for help when they had a problem on the job. Potential tutors were invited to come in and observe the class, as well as talk with the teacher in charge. Another advantage to using company employees is the benefit that occurs to the tutors themselves. Each of these persons became a part of the literacy movement and acquired skills that they can take into their communities.

Results:

The approach worked very well at one of the three sites. Three tutors were recruited for the five literacy students. At the second site only one tutor was needed. Although procedures for recruitment from within the factory did not succeed, an outside, Laubach-trained, tutor was enlisted for this student. All of the other enrollees read higher than sixth-grade level. At the third site, no tutors were needed. The process of recruiting within the company proved too slow for immediate help for the students in need. Once the company tutors were recruited and working, they proved to be invaluable.

Recommendations:

A combination of volunteers from the company and outside help, should be employed. It is very important to provide tutor-aid for literacy-level students as soon as possible; consequently, there might not be enough time to recruit and train all the tutors you might need at a site, by using just one method. However, due to the success at one site, the process of recruiting within the company has validity.

TRAINING

Pilot Approach:

Newly recruited tutors were given a two-hour training session, conducted by Zita Solis, Parkway's Literacy Coordinator. Steck-Vaughn materials and training tapes were used for this shorter session. All tutors were encouraged to attend the next Laubach Training Session. Of the four tutors recruited for Harvard Industries, two were already Laubach-trained, one is a sixth-grade teacher by profession (the wife of one of the factory-recruited tutors), and the fourth tutor attended both the short session and the twelve-hour Laubach-training.

Results:

The two-hour training session seemed adequate to get the tutors started. The lowest reader in the pilot sites was above the fourth grade level. The tutor placed with this student was trained in Laubach and also the Steck-Vaughn materials. All tutors were supervised by the teacher at each session. At the second site, there was one student in need of a tutor. Since no tutors were recruited from within the company, an outside tutor, who was trained in both Laubach and Steck-Vaughn, was recruited for this student.

Recommendations:

With enrollees reading below the sixth grade level, tutor-help is extremely important. This should be addressed in the employee orientation meeting, as well as in any planning sessions prior to the opening of class. Those students whose scores are at the literacy level (below 6.0) may be very sensitive about fellow-workers knowing it. Therefore a thorough explanation of the program is important. Often if a literacy level student is highly motivated and feels help will be provided in a one-on-one method, the fear of others knowing will be diminished by the desire to learn to read. Providing all tutors with the two-hour training session at first, along with teacher's editions of instructional material and strong teacher support, is the method recommended in order to get enough help in the classroom when the classes are beginning.

MARKETING

Pilot Approach:

A workplace basic skills site began at the Westinghouse Factory on November 13, 1989. The statistics gathered from this site, which served 27 employees until it closed on April 30, 1990, helped to create interest in the business community. The site was also used for a teacher-recruitment video. The endorsement of the Westingouse Human Resource Manager, Ed Ruehl, was included in the proposal for funding the current project. As soon as one pilot site was successfully operating, a Post Dispatch journalist was invited to write an article. (Appendix I-1) He had recently written about a survey conducted in St. Louis which highlighted the problem of undereducation in the workforce. He seemed eager to do a follow-up story on the Pre-Technical Workplace Initiative. The St. Louis Chamber of Commerce was called and the editor of their business magazine is considering an article in a future copy. In-house company newsletters also provide strong support for the program. (Appendices I-2, I-3).

Results:

Many calls resulted from the article in the newsletter. Any type of publicity, whether in a newspaper article or an in-house newsletter, can significantly bring visability to your program. We need to publicize the fine ABE programs we operate, and serving business and industry with quality programs can strengthen our position on funding for all ABE Programs.

Recommendations:

Begin a quality workplace site and market your program with it. Success breeds success. Take advantage of any opportunity to talk to business organizations either in a formal or informal way. Let key school personnel in your district know about the new program that you are prepared to offer. Begin to gather information about the businesses and industries in you area.

EVALUATION

Pilot Approach:

Evaluation of the Project sites was conducted by using several methods: progress was measured by retesting on different forms of the TABE test; attendance records officially required by the state were examined; after withdrawal from the program, student evaluations were mailed to all participants; (Appendix J-1) company representatives were asked to evaluate the effect of the program; (Appendix J-2) and advisory committee meetings, held on a monthly basis, provided a continual means to evaluate the program. Teacher and tutor recruitment were evaluated separately. Recruitment methods were examined on the basis of numbers and quality of the candidates. Training for teachers and tutors were evaluated through a formal evaluation instrument. (Appendices J-3, J-4) Forms were given to the teachers at the end of training, but a second evaluation will be used at the end of the Project after teachers have been on their sites more than six weeks. Tutor training was evaluated after the tutors were working with their students for a month.

Results:

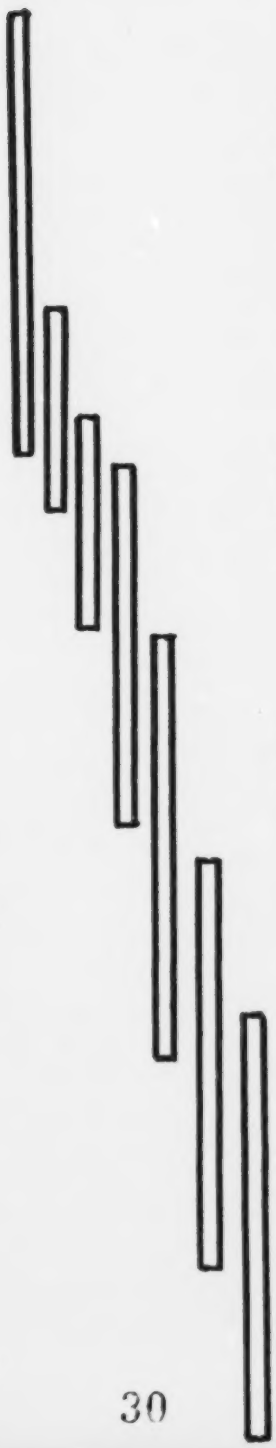
Many student evaluation forms were not mailed back. All formal evaluations of teachers, tutors and company representatives were handed in. Using retest scores to show progress and attendance records was effective in evaluating both of these. Advisory Committee meetings proved very helpful in contibuting to program success.

Recommendations:

Student evalution forms of the program should be distributed after the student has attended for 12 hours, and also when the student has reached perceived and stated objectives for attendance. At the Westinghouse site, although management wanted to know how many students had actually earned the GED, we were able to show those who had actually passed, as well as those who had passed the Official Practice Exam, been given the paperwork, and had not completed the objective by the time the site closed. Out of 27 enrollees, 19 desired to pass the GED; 3 passed the GED and 7 others had passed the Practice Exam and been given their official paperwork to take the actual test. Twenty-one received a certificate (Appendix J-5) for demonstrating progress.

APPENDICES

TIME LINE



. Business-Industry Survey	This stage will take from one to eight weeks
. Follow-up	
. Planning Meetings	
. Needs Assessment	
. Site Selection	Follows the above steps. One to eight weeks
. Business-Education Agreement Signed	One week
. Teacher Recruitment and Training	30 days from contract one week for teacher-training
. Employee Orientation	
. Begin classes	One to two weeks
. Assessment	
. Tutor Recruitment and Training	One to three weeks from perceived need
. Advisory Committees and Meeting Schedules	Six weeks after classes begin

BUSINESS AND INDUSTRY CONTACT FORM

HARVARD INDUSTRIES:
St. Louis Division
201 Rock Industrial Park Dr.
Bridgeton, MO. 63044

CONTACT: Gene Robinson
TITLE: Personnel Director
PHONE: 291-3700

2/26/90 - Called and Gene Robinson seemed very interested.
2/27 - Took survey letter, plus Employee Basic Education Survey to his office. Will call in a few days.
3/1 - Called back--he has 9 employees signed up already-Parkway needs 15 minimum enrollment--he will get back with us.
3/2 - Gene Robinson called back--he has 15 employees signed up.
3/5 - Orientation meeting held.
3/6 - **CLASSES STARTED!**

CHEMSICO
8494 Chapin
Venita Park
(P.O. Box 15842)
Overland, MO. 63114

CONTACT: Rick Bender
TITLE: Dir., Human Resources
PHONE: 427-4886

1/16/90 - Talked to Rick Bender. He has 15 workers who need upgrade to go into a more technical program. A possible Task-Analysis site.
1/16 - Called W.D. Liep; Community Education Director for Ritenour School District, and offered this site to him.
3/6 - Talked to W.D. Liep again about Chemsico site. He reported that he will be meeting with Rick Bender next week. He will get back to me.
3/14 - Talked to Rick Bender. Still interested. Donna cleared the way to use Chemsico as a task analysis site.
3/23 - Meeting with Rick Bender, Harvey Pouls & Leslie Riley. They will conduct the survey and set up an orientation meeting.
4/3 - Called to press for Survey & Orientation meeting.
4/4 - Orientation meeting set for 4/11/90.
4/16 - **CLASSES BEGAN!**

MISSOURI BAPTIST HOSPITAL
3015 N. Ballas Road
St. Louis, MO. 63141

CONTACT: Gary Erhart
TITLE: Personnel Director
PHONE: 432-1212

2/20/90 - Contacted by phone-very interested,
2/20 - Called back/set appt. for 2/27/90 - 1 P.M.
2/27 - Meeting with Gary Erhart and Linda Word was held Take the info about the program to Linda this p.m.
3/1 - Linda Word called. She is seeking room to hold classes on-site.
3/7 - Linda called. Meeting set up for 3/16 at 10 a.m. She will call with particulars: she hopes to begin the program by April 1, 1990.
3/15 - Linda called and changed the time to 9:00
3/16 - Met with Supevisors of Nursing, Food Service & Housekeeping. The program is okayed.
3/26 - Dropped off the tutor recruitment materials.
4/10 - Spoke at Director's Meeting - 35 attended. Basic skills program was introduced to Directors.
4/11 - Supervisors Meetings - 3 separate hour-long sessions were held for a total of 100 Supervisors.
5/1 - Meeting at 1 p.m. with Linda Word and teachers to survey classroom site.
5/8 - **CLASSES START!**

PRE-TECHNICAL WORKPLACE
INITIATIVE
Project Coordinator Position Description

Title: Project Coordinator of the Parkway Area Adult Basic Education Pre-Technical Workplace Initiative

Reports to: Director of the Parkway Area Adult Basic Education Program

Primary Goal: To serve as the primary person responsible for providing leadership, supervision, coordination, and direction for the successful operation and completion of the Project.

Supervision of: Workplace Basic Skills Program Coordinator
Clerical Staff for the Project
Adult Education Teachers in the Project
Tutors for the Project

Employment Terms: Part-time Adult Education Teacher for a period of 33 weeks.

Work Year: Phase II of the Project will begin on July 1, 1990 and end on February 15, 1991.

Major Performance Responsibilities:

1. Operate the Project under the policies and procedures of the Parkway Area Adult Basic Education Program.
2. Plan and coordinate all aspects of the Project.
3. Recruit, train and supervise all staff hired for the Project.
4. Maintain accurate records and keep the Director informed of all activities and other important and relevant concerns regarding the Project.
5. Write and submit all required reports throughout the Project.

PRE-TECHNICAL WORKPLACE
INITIATIVE
Position Description

Title : Clerk

Reports to: Project Coordinator

Primary Goal: To provide secretarial/clerical support necessary for the operation of the Project.

Major Performance Responsibilities:

1. Assists in maintaining all records for the Project
2. Accurately types information.
3. Is able to operate the IBM Computer System
4. Prepares correspondence, reports, etc. in correct format.
5. Files correspondence, reports, etc, appropriately.
6. Uses everyday office skills effectively so the Project operates efficiently.

Parkway

ADULT BASIC EDUCATION

Dear Personnel Director:

The Parkway Area Adult Basic Education Program, which serves the school districts of Parkway, Pattonville, Ladue, Clayton, Brentwood and Maplewood-Richmond Heights, is conducting a survey of business and industry within its area to determine need and interest in on-site workplace basic skills instruction for employees.

We are currently operating basic skills/GED classes at one industrial site where improvement of employee educational levels is the goal. Our purpose in this survey is to locate possible other sites.

We are prepared to implement two types of programs; (1) a general program to upgrade all areas of basic skills, often preparing employees to pass the GED (High School Equivalency Exam) when appropriate, and (2) a program designed to upgrade the skills of employees to perform specific tasks. This second program will involve performing job audits and task analysis to determine what level is needed to perform the tasks and then to develop specific curricula to meet those needs.

Classes are held on site and instructors are recruited and trained for this specific assignment. Benefits to business and industry would be: (1) better educated employees, (2) better employee-employer relations, (3) a higher level of job performance by those involved in the program, (4) improved employee attitude toward the workplace, and (5) improved employee ability and knowledge of how to learn.

If your company would be interested, please fill out and return the enclosed postcard. We will send you, upon request, a sample Employee Basic Skills Survey to use in your company to determine interest in such a program.

Sincerely,

Nancy Spradling, Project Coordinator
Pre-Technical Workplace Initiative
Parkway Area Adult Basic Education

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

PRE-TECHNICAL WORKSHOP INITIATIVE
PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

EMPLOYEE BASIC EDUCATION SURVEY

	Yes	No
1. Would you benefit from basic education classes if held at the worksite?	_____	_____
2. Would you need educational review if you chose to enter a new skill-training program.	_____	_____
3. If a promotion opportunity occurred within your present situation, do you feel that lack of basic skills might prevent you from being considered?	_____	_____
4. When you write a letter or a memo, do feel nervous about the outcome?	_____	_____
5. Do you feel that operating new, technical equipment is beyond you?	_____	_____
6. If you needed to change jobs would you be fearful about qualifying for a job of equal value or better than the one you presently hold?	_____	_____
7. Do you need (or want) a high school diploma?	_____	_____
8. If the batteries die in your calculator, could you figure a % problem?	_____	_____
9. Would you consider upgrading yourself through a technical or college program if a pre-technical basic skills program was available for you to attend?	_____	_____
10. When presented with a job-related, new learning situation, do you feel depressed and anxious?	_____	_____
11. Would you commit to a basic skills class if offered at this worksite?	_____	_____

EMPLOYEE ORIENTATION MEETING

(1). Introductions:

A part of setting the tone for employees believing that this will be a different experience than the academic one that they had years ago, is to begin by making sure that they "know" what is going on and "buy" into the program. Be sure that you introduce all those present at the meeting. This does not have to be done in a formal way, but it should be done. Also, tell them what has gone on before (meetings, etc.) that brought you all to this point. Make them a part of the program in a meaningful way.

(2). School:

Talk about going back to school and what courage that entails. Be sure to include personal experiences if you can. The more you "connect" to these employees and make them feel that you know the emotions they are experiencing, the more comfortable you will make them feel. Talk about this being a different kind of school. In the traditional school experience, there was much less individual attention and much more comparison between students. Help participants see a practical value in attending. Talk about how their needs for more education are the same as the needs that their employer has for them. Each wants educational improvement for improved job performance and the ability to become a part of company growth through changes.

(3). Testing:

Talk about the "necessary evil" of testing but stress the "no pass or fail" aspect to adult education. Be sure that you are honest about what is coming, but be sure that when they leave the orientation they feel that this testing is for diagnosis only.

(4). **Instruction:**

Talk about the three methods of instruction: (1) self-instruction in which either the student or the instructor checks the answers and there is always someone available to help with the directions; (2) small group instruction for those students who find themselves studying the same skill at the same level (give an example such as adding fractions); and (3) one-to-one tutoring for those students who want to improve reading skills and will progress much faster with extra help. Do not stress the words literacy or remedial. Make it seem that learning the skill of reading is exactly like learning any other; it takes time and commitment.

(5). **GED Exam:**

Be prepared to talk about the GED Exam, because if there are employees there who do not have their high school diploma, there will be questions concerning the exam. Familiarize yourself with all aspects of the exam and the procedures to follow in order to get permission to take it.

(6). **Practical Information:**

If a class schedule is decided upon, be sure and let employees know this. Discuss classroom procedures (sign-in sheet, being responsible for getting your own folder, getting and putting away materials, etc.) Address the issues of books, paper and pencils; policies on smoking and/or eating in class; and absenteeism, or arriving late. Let employees know that most of these issues will be more fully covered in a "Welcome Letter" to be handed out at the first class period; however, briefly addressing practical information will help students feel comfortable with the next step, the first day of class.

(7). **Questions:**

Be sure to leave at least 10 minutes for questions and **BE SURE TO LISTEN**. In this orientation session you are beginning to build the involved relationship with the educational process that you hope to be in existence for each person attending the session. A major objective of an employee basic skills program is to help employees think more critically, analyze situations, solve problems, learn how to learn, and assess themselves. Engaging potential students in dialogue, rather than standing up and "lecturing" them on what to expect, begins the process toward a better prepared employee to meet the challenge of change. Employers want employees who can problem-solve. By asking for opinions and valuing those opinions, you are beginning the process of helping employees make good decisions based on their own abilities. There is a fine line to walk at this point. You hope to be informal enough to make employees comfortable with entering an academic setting, and formal enough to instill confidence that this program will help them become the educated person they hope to be someday.

F A C T S H E E T

Pre-Technical Workplace Initiative

The Parkway Area Basic Education Program, which serves the school districts of Parkway, Pattonville, Ladue, Clayton, Brentwood and Maplewood-Richmond Heights, has received a grant to expand its services to include basic education classes in the workplace. The Project is funded through a grant from the State Department and will be directed by Donna Burk, Director of the Parkway Area ABE Program.

The 6 month Project will run from January through June and will be divided into two phases. Phase I will involve surveying businesses, selecting appropriate sites, recruiting and training tutors and teachers, developing procedures and assessment tools and setting up advisory committees on each site. Phase II will be devoted to developing a model guide to aid adult education directors to begin their own workplace sites. We are currently prepared to implement two types of programs: (1) a general program to upgrade all areas of basic skills, often preparing employees to pass the GED (High School Equivilency Exam) when appropriate. In this type program a combination of materials will be used. Some instructional materials will be taken from the list of those commonly used in our ABE/GED programs and some will be chosen from within the context of the employee's world, both personal and job-related; (2) a second type program is designed to upgrade the skills of employees to perform specific tasks. This second program will involve performing job audits and task analysis to determine the competencies needed to perform specific job-related tasks, and then developing a curriculum to meet those needs.

Classes are held on site and instructors are recruited and trained for this assignment. Benefits to business and industry would be: (1) better educated employees, (2) better employee-employer relations, (3) a higher level of job performance by those involved in the program, (4) improved employee attitude toward the workplace, and (5) improved employee ability and knowledge of how to learn.

"Research indicates that basic skills acquired for one specific job are not directly transferable to other jobs. But job-specific literacy training is generalizable in the sense that it will produce some skills improvement in other job-related areas and in an employee's general functioning."*

* Business Council for Effective Literacy Bulletin
Issue No. 2, June 1987

(Appendix E-2)

MISSOURI BAPTIST MEDICAL CENTER
Education and Community Services Department

MEMORANDUM

DATE: April 10, 1990

TO: Supervisors and Department Heads

FROM: Fred Mills, President

SUBJECT: Participation of MBMC Employees in a Pilot Program with Parkway Basic Adult Education.

TITLE OF OUR PROGRAM - Building Practical Skills: A Workplace Program.

Do you find it difficult to meet all the needs of your employees?

We've been given the opportunity to be one of the pilot sites for an on site basic skills program for our employees. This would be offered during work time. The employees would attend twice a week for 2 1/2 hour sessions.

The goals of the program are to upgrade basic reading and writing skills and upgrade the employees ability to perform certain tasks related to their job.

Classes will be held at Missouri Baptist Medical Center School of Nursing and instructors will be provided through Parkway Basic Adult Education.

Benefits to us can be: 1) better educated employees, 2) better employee-employer relations, 3) higher level of job performance by those involved in the program, 4) improved employee attitude toward the workplace, and 5) improved employee ability and knowledge of how to learn.

Please post the attached flyer and let Linda Word in Education know by April 19 the people you have interested from your area.

MISSOURI BAPTIST MEDICAL CENTER
BUILDING PRACTICAL SKILLS: A WORKPLACE PROGRAM

REGISTRATION FORM

PRINT NAME_____

ADDRESS_____

CITY, STATE_____

ZIP_____

DEPT. NAME_____EXT._____

YOUR HOME PHONE_____

SHIFT: DAYS_____ EVENINGS_____ NIGHTS_____ ROTATING_____

Return this form to: Linda Word in Education Department.

INFORMATIONAL SESSIONS
FOR
HEAD NURSES AND MEDICAL CENTER SUPERVISORS

PROGRAM TITLE:

BUILDING PRACTICAL SKILLS: A WORKPLACE PROGRAM

DATE & TIME: WEDNESDAY, APRIL 11, 1990

TIMES & LOCATION:

10:00 A.M. - HOSPITAL AUDITORIUM
11:30 A.M. - BOARD ROOM **(NURSING SUPERVISORS & HEAD NURSES)**
3:00 P.M. - HOSPITAL AUDITORIUM

COME JOIN US FOR THE INFORMATIONAL SESSIONS SO YOU CAN LEARN MORE ABOUT THE PROGRAM. THIS PROGRAM WILL BE OF GREAT BENEFIT TO OUR EMPLOYEES. WE NEED YOUR SUPPORT!

SPONSORED BY: MISSOURI BAPTIST MEDICAL CENTER and PARKWAY ADULT EDUCATION

TASK ANALYSIS OUTLINE

Objective: To upgrade employee's basic skills to be prepared to successfully complete additional job-training which is more technically demanding.

1. Interview new training instructor.
   a) Get copies of textbooks or manuals to be used.
   b) List prerequisites.
   c) Get instructor's point of view on basic skills required to complete the training.
2. Interview a successful employee who is performing in the new job (a model worker).
   a) Find out what skills are required, using employee point of view and observations.
   b) Compare and contrast with the present job.
3. Interview the immediate supervisor of prospective trainees.
4. Interview prospective trainees.
5. Develop skill's list. Include both job-specific and basic skills competencies.
6. Validate the competency list through either successful employees already performing on the job (minimum of two) and/or through the technical supervisor over the job.
7. Locate or develop assessment tools and materials.
   a) TABE Locator and complete battery will be a part of this assessment. Needs will determine other assessment tools. Curriculum materials will be chosen after completion of assessment.

BUSINESS/EDUCATION AGREEMENT

DATE:

TO:

FROM: Donna Burk, Director
Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative

The Parkway Area Adult Basic Education Program agrees to provide Basic Education classes for _____
_____.

Instruction is based on $40 per instructional hour. This price includes teaching supplies, instructional materials, the use of volunteers (recruitment and training), material evaluation, in-county travel, computer software, printing, postage, and resource assistance.

- _____ will provide space, furniture, use of phone and copying machine, clerical assistance, and use of some equipment such as pencil sharpeners.
- Classes will begin on _____and continue through _____ on a mutually agreeable time schedule.
- Maximum enrollment will be 15 participants per class per instructor.
- The minimum number of hours of instruction per week will be _____ hours. Hours of instruction above the minimum amount will vary depending upon program needs and availability of resources of each party.
- Your contact person is _____.
- _____ will be billed monthly at the rate of $40 per instructional hour.
- Either party has the right to terminate this agreement with thirty (30) days written notice.

Please sign this letter of agreement and return to me. My staff and I look forward to working with you.

Sincerely,

_____ _____ _____ _____
Donna Burk, Director Date Date
Parkway Area ABE

BUSINESS/EDUCATION AGREEMENT

DATE

TO

FROM: Donna Burk, Director
Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative

The Parkway Area Adult Basic Education Program agrees to provide Pre-Technical Workplace Initiative classes for _____. Instruction is free to the company as long as an average of 12 students are attending the full _____hours class. If average attendance falls below the number 12, _____ agrees to pay for the instruction at the rate of_____ per instructional hour.

A task analysis will be conducted at the site which will take a minimum of _____ hours. _____ agrees to pay for the instruction at the rate of_____ per instructional hour.

Responsibilities:

I. _____will:

- provide space, conducive for adult learning, storage space, some equipment (pencil sharpener), furniture, utilities, access to a copying maching, some clerical assistance and the use of a phone.
- recruit students and assist with tutor recruitment.

II. _____ _____will:

- conduct task analysis and design specific curriculum.
- provide all assessment tools necessary and conduct assessment.
- provide Missouri certified teachers and all instructional materials and supplies.
- recruit and train volunteers for literacy-level (below 6th grade) students.

Both parties agree to attend monthly advisory committee meetings which will serve to oversee the overall conduct of the program.

_____ _____

Approved: Donna Burk Date Approved: Date

BUSINESS/EDUCATION AGREEMENT

DATE:

TO:

FROM: Donna Burk, Director
Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative

The Parkway Area Adult Basic Education Program agrees to provide Pre-Technical Workplace Initiative Classes for _____. Instruction is based on $40 per instructional hour (a maximum of 15 students per class) with an additional $20 per instructional hour charged for each additional instructor as needed. A one-time Student-Assessment Fee will be charged of $500 and a one-time Instructional Material and Supply Fee will be charged of $1,000.

Responsibilities:

I. _____will:

1. agree to a minimum 12-week contract period with a minimum of 5 instructional hours per week.

2. pay for additional 12-week contract periods at the agreed upon instructional hourly rate.

3. provide space, conducive for adult learning, storage space, equipment, copying, computer hardware (if possible), clerical assistance furniture, phone.

4. pay for the GED test for participants when appropriate level has been reached.

5. pay the one-time student assessment fee and instructional material and supply fee (total $1,500) when the contract is signed.

6. pay monthly invoices for instructional hours based on student attendance.

Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative

II. Parkway Area Adult Basic Education Program will:

1. provide Missouri Certified teachers and all instructional supplies.
2. provide all assessment tools necessary and conduct assessment.
3. conduct a task analysis, if necessary, and design specific curriculum.
4. recruit and train volunteers for literacy-level (below 6 th grade) students.
5. begin classes within the 30 day period following signing the contract agreement.

Both parties agree to attend monthly advisory committee meetings which will serve to oversee the overall conduct of the program site.

The schedule will be _____
_____
_____

_____ _____
Approved: Donna Burk Date Approved Date

CHEMSICO ADVISORY COMMITTEE
INFORMATION

May 3, 1990

Pre-Technical Workplace Initiative classes at CHEMSICO began on April 16, 1990. Classes are held from 11:00 to 1:30 p.m. and 2:15 to 4:45 p.m. on Mondays and Wednesdays.

In order to foster effective communication, we would like to set up an Advisory Committee consisting of the following members:

Rick Bender, Director of Human Resources, Chemsico
Donna Burk, Director of Parkway Area Adult Basic Education Program
Nancy Spradling, Project Coordinator, Pre-Technical Workplace Initiative
Bonnie Armstrong, Site Instructor, Pre-Technical Workplace Initiative
Harvey Pauls, Technical Director, Chemsico
Glen Dorow, Plant Manager
Larry Nester, Quality Control
A Student Representative
A Union Representative
A Tutor Representative

The agenda of the meetings will be the responsibility of the Project Coordinator. The meetings will be informal and kept to one hour. Each participant will be invited to contribute.

All meetings are to be held in the Basic Skills Center. A tentative meeting schedule will be as follows:

Monday, May 15, 1990 - 10:15 - 11:15 a.m.

Monday, June 11, 1990 - 10:15 - 11:15 a.m.

Materials List By Level
Workplace Site for 15 Participants

Literacy (0 - 5.9)		Price
Laubach	Books 1-4 (1 set)	86.70
Steck-Vaughn	Reading for Today 1-4 (1 set)	17.40
	Reading for Tomorrow 1-3 (3 sets)	39.15
Middle Level (6.0 - 8.9)		
Contemporary	Pre-GED Series (5 of each)	160.50
	Reading and Critical Thinking (5 copies)	21.25
	Number Power 1 and 2 (10 of each)	99.00
	Critical Thinking with Math (5 copies)	21.25
	All Spelled Out A-D (2 sets)	31.60
Steck-Vaughn	Writing Sample (1 set)	14.25
	The Write Stuff (1 set)	6.50
	Instructor's Guide	4.75
Scott-Foresman	English Workout (5 copies)	39.95
	The Reading-Writing Connection (5 copies)	30.00
	Life Skills Reading (10 copies)	47.50
	Teaching Adults to Write (1 copy)	4.25
Higher Level (9.0 - above)		
Contemporary	GED Series (5 of each)	148.75
	Exercise Books (1 of each)	17.50
	Number Power 3 - 6 (3 each)	44.55
	TOTAL	834.80

Supplemental Materials

Testing Materials

Locators	20	Test booklets can be
Slosson	10	carried from site to site
TABE E Form 5 & 6	10 ea.	
TABE M Form 5 & 6	15 ea.	
TABE D Form 5 & 6	15 ea	
TABE A Form 5 & 6	10 ea.	
Answer Sheets		
Examiners Manual	1	
Conversion Charts	1	
Practice Exam AA & BB	5 ea.	
Answer Sheets		
Examiner's Manual	1	

Supplies

Folders	25	$ .80
Prescription Sheets	50	
Registration Forms	20	
Attendance Sheets	5	
Sign-In Sheets	25	
Pencils	24	1.80
Rulers	5	5.30
Dictionaries	1	16.95
	Total	$24.85

Possible Additions

Business English

Dear

If I were to choose three words to describe me, they would be: serious, persistent and hard-working. Because I'm serious about whatever I do, I put out lots of effort. Doing my best is important whether I'm cooking a meal or teaching math. Secondly, I'm persistent. My husband prefers to call me stubborn. There haven't been many things to get the better of me. I feel that I have failed if I can't complete a job I've started, whatever the reason. Finally, but most important, I am hardworking. My parents taught me that accomplishment comes through hard work. While I still believe that, I know that a good education helps. Even though I may be serious, persistent and hardworking I'm always looking for ways to have a little fun too.

Looking forward to working with you,

Bonnie Armstrong

Dear Bonnie,

Supervisor's Questionnaire

1. How many employees under your supervision do you think might be in need of some basic skills upgrade? _____

2. How are basic skills assessed when employees apply for a job under your supervision?

_____

3. If you suspect deficiencies in basic skills in and employee, what do you presently do to help that individual? Generally I.....

Check

overlook it and focus on other strengths, such as pleasant personality _____

lower standards for that employee, usually thinking that there is no time to teach basic skills or that the situation can't be helped _____

get angry because the job requires more from that employee than he can presently produce _____

am embarrassed for the employee and try to avoid situations where the deficiencies appear _____

None of the above, I generally_____

_____

4. What grade level reader do you think is needed to adequately handle the least demanding job within your department? _____

5. Are critical thinking and problem-solving skills ones that you think need to be addressed for some of the employees under your supervision? _____

6. Would you be willing to work with the educational staff member and the employee to improve worker performance? We would target areas of work that need improvement as these relate to basic skills deficiencies and develop an individualized plan for the employee.

Yes_____No_____

Parkway

APPENDIX G-1

ADULT BASIC EDUCATION

January 17, 1990

CERTIFIED TEACHERS NEEDED

Parkway Area Adult Basic Education Program will have several part-time basic education instructor positions available beginning in February through the end of June. A pilot project has begun which will take basic education into the workplace. The classes will be held on site for those employees who want or need basic skills review. The focus of this project is to prepare employees for changes within the workplace, emphasizing the need to enter more technical training, how to learn new skills, and how to feel more confident to meet change through aquisition of pre-technical basic skills.

Certified teachers who are interested should send a resume and application letter to:

Nancy Spradling, Project Coordinator
Parkway Area Adult Basic Education
12657 Fee Fee Road
Creve Coeur, MO 63146

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

Parkway

ADULT BASIC EDUCATION

Dear

If you are interested in the information on the enclosed flyer, and would like to know more about the Pre-Technical Workplace Initiative Project, come to a Teacher Recruitment Session to be held on January 24, 1990 in Room A of the Parkway Instructional Services Building, located at 12657 Fee Fee Road.

The hour-long presentation will begin at 9:30 am. It is designed to acquaint you with, not only the Project, but the type of teaching that basic skills in the workplace demands.

All positions are part-time, ranging from five hours per week to a possible 19 3/4.

We would very much be interested in talking with you if the possibility of exciting, rewarding, part-time employment as a professional teacher appeals to you.

Sincerely,

Nancy Spradling

Nancy Spradling
Project Coordinator

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

TEACHERS - Certified Needed Adult Basic Education; English as a second language. Send resume & letter to Parkway Area Adult Basic Education, 12657 Fee Fee, Creve Coeur, Mo 63146

security

ATTENTION

Wells Fargo Guard Service, the nation's leader in private security is seeking career oriented men and women in the greater St. Louis and E. St. Louis area. We offer:

- On-the-job training
- Promotional opportunity
- Above average pay
- Uniforms furnished
- Paid vacation
- Paid pension program
- Life insurance

Requirements:

- You must be 21 yrs of age
- You must have an automobile
- Must have a home telephone

Apply in person

DOWNTOWN

EMPLOYMENT SERVICES
505 WASHINGTON

WED., JAN. 17

Or apply in person M-F between 9 a.m.-4 p.m.

WELLS FARGO GUARD SERVICES

10176 Corporate Square Dr.
Creve Coeur, MO

Equal Opportunity Employer M/F

TEACHERS - Certified Needed Adult Basic Education; English as a second language. Send resume & letter to Parkway Area Adult Basic Education, 12657 Fee Fee, Creve Coeur, Mo 63146

BEST COPY AVAILABLE

ABE TEACHER TRAINING

PARKWAY AREA ADULT BASIC EDUCATION

FEBRUARY 12 - 16, 1990

In spite of our attempt to make teaching into a science, in spite of our attempts to invent teacher-proof materials, and even in spite of our attempt to create "relevant new curricula" one simple fact makes all of this ambition quite unnecessary. It is as follows: When a student perceives a teacher to be an authentic, warm and curious person, the student learns. When the student does not perceive a teacher as such a person, the student does not learn. There is almost no way to get around this fact, although (we) try very hard to....Our failure to place affection and empathy at the center of the education process says something very grave about us, and I do not think it will be of much value for us to persevere unless we can learn to love our technology less and ourselves more.

- Neil Postman, Professor of English Education
  New York University

Prepared By:

Donna Burk, Director
Parkway Area Adult Education Program
Nancy Spradling, Project Coordinator
Pre-Technical Workplace Initiative
Linda Grosse, Parkway ABE Teacher
Leslie Riley, Parkway ABE Teacher
Zita Solis, Literacy Coordinator

Pre-Technical Workplace Initiative

Teacher Training Schedule

Monday	1. Introduction	1/2 hour	ISC
Feb.12th	2. New Student		Media
9 am - 4 pm	Orientation	1/2 hour	Conf.
	3. Testing	2 hours	Room
	Break for lunch	1 hour	
	4. Assessment	2 hour	
	5. Materials	1 hour	
	BREAK FOR DINNER		
7 pm - 9 pm	6. Computer-Literacy	2 hours	Central Jr.#505

Tuesday	1. Instruction		ISC
Feb.13th	a. Reading/Critical		Media
9 am - 4 pm	Thinking	1 1/2 hours	Conf.
	b. Language	1 1/2 hours	Room
	BREAK FOR LUNCH	1 hour	
	c. Mathematics	1 1/2 hours	
	2. Record Keeping	1 hour	
	3. Use of Volunteers	1/2 hour	
	BREAK FOR DINNER		
7 pm - 9 pm	4. Computer-Literacy	2 hours	Central Jr.#505

Wednesday	1. Learning Theory	1 hour	Westing-
Feb. 14th	2. Adapting Materials	1 hour	house
9 am - 4 pm	3. GED	1 hour	
	BREAK FOR LUNCH		
	4. Evaluating your Program	1/2 hour	
	5. Worksite Observation	2 1/2 hours	

Thursday Feb. 15th 9 am - 4 pm	1. Learning Center Observation	2 hours	ISC Learn Ct
	2. Test Strategies	1 hour	Media
	BREAK FOR LUNCH	1 hour	Conf.
	3. Pre-Technical Workplace Programs	2 hours	Room
	4. Where Business and Industry is going in the next decade.	1 hour	
Friday Feb. 16th 9 am - 11 am	1. Classroom Management	1 hour	ISC
	2. Wrap-up	1 hour	Media Conf. Room

PRE-TECHNICAL WORKPLACE INITIATIVE
TEACHER TRAINING

Teacher-training for the Workplace Initiative is a thirty (30) hour block of training divided into 15 Modules of Instruction. These modules will involve lectures, participation and observation. Training will take place primarily at the Instructional Services Center, at the Parkway Computer Center, located at Parkway Central Junior High School and at the Westinghouse Corporation. The following is a list of the modules which will be covered.

1. Introduction to ABE
2. New Student Orientation
3. Testing
4. Assessment
5. Material
6. Computer-Literacy
7. Methods of Instruction --All Areas
8. Record Keeping
9. Volunteers
10. Learning Theory
11. Observations - Learning Center and Worksite
12. GED
13. Two Types of Workplace Programs
14. Business and Industry in the next decade.
15. Classroom Management/Evaluation

MODULE I.

INTRODUCTION to ABE: 30 MIN HANDOUTS (4)

OBJECTIVE: To acquaint teachers with the uniqueness of: (1) Adult Basic Education (ABE); (2) the ABE student; and (3) the necessary characteristics of ABE instructors.

MODULE INSTRUCTOR: Nancy Spradling

PLACE: ISC Bldg.
Media Conference Room
DATE: February 12, 1990
TIME: 9:00-9:30 a.m.

OUTLINE:

A. How Adult Education works:
   1. Open entry-open exit
   2. Continuous enrollment
   3. Multi-level, multi-subject and multi-rate instruction
   4. Methodology of instruction differs to fit needs: individual (or self instruction with teacher aid), small group instruction, or one-on-one tutorial

B. The ABE student:
   1. How they compare with younger students
      a. rate may be slower
      b. capacity for learning does not diminish with age
      c. still need plenty of review, repetition and practice
      d. need more control of and participation in goals setting and course of study design
   2. What are the special needs of the ABE student?
      a. Compassion
      b. Flexibility
      c. Rapport

C. Special characteristics needed by the ABE Instructor:
   1. Ability to effectively communicate
   2. Is sensitive and patient
   3. Ability to be flexible in instruction to fit the need.
   4. Is emotionally stable
   5. Is resourceful and can use practical materials
   6. Practices current trends in adult education and keeps up
   7. Keeps accurate and timely records
   8. Is able to set priorities and has good management skills

MODULE II

NEW STUDENT ORIENTATION: 30 MIN. HANDOUTS (2))

OBJECTIVE: To acquaint teachers with procedures for new student orientation.

MODULE INSTRUCTOR: Nancy Spradling

PLACE: ISC Bldg.
Media Conference Room
DATE: February 12, 1990
TIME: 9:30-10:00 a.m.

OUTLINE:

A. Acquaint students with rules governing: use of the building, phone, refreshments, restrooms, smoking, etc.

B. Go over student folder and contents
   1. Prescription sheet
   2. Class letter
   3. Registration form: check for deletions
   4. Test Results - TABE and Locator

C. Show Class Procedures
   1. Sign-in sheet - importance of accuracy
   2. Where folders are found
   3. Access to materials
   4. Explain student and teacher roles
   5. Explain that small group and tutorial help may be available if needed at first.

MODULE III.

TESTING: TWO HOURS HANDOUTS (1)

OBJECTIVE: To acquaint teachers with the test booklets used in adult education and how to administer tests; informal ways of testing; strategies for test-anxiety reduction, and how to put testing into proper perspective.

MODULE INSTRUCTOR: Nancy Spradling

PLACE: ISC Bldg. Media Conference Rm.
DATE: February 12, 1990
TIME: 10:00 a.m. -Noon

OUTLINE:

A. Types of tests - participants should take sample parts of each test, except GED.
   1. Locator
   2. TABE - All levels and forms
   3. Sort
   4. Practice - Forms AA - BB
   5. GED

B. Test-Taking Strategies
   1. Reducing Anxiety
      a. Go over directions and sample items
      b. Emphasize that the student can't pass or fail
      c. Explain the answer sheet
      d. Don't agonize over any part
      e. Use results to pinpoint strengths and weaknesses
      f. Preview the math section and have students do only the problems they think they can handle
   2. Timing the Tests
      ALL tests should be timed, although there are always exceptions: Testing Procedures should be adequately explained and then monitored closely for signs of frustration, fatigue, and boredom. Encourage a break between tests.
   3. Evaluation
      1. Talk about the "strongest" area first
      2. Talk about the whole picture
      3. Encourage student to participate in evaluation process and in prescribing a course of study
      4. Set short term and long term goals
      5. Define immediate focus
      6. Get started as soon as possible
      7. Help student experience success immediately

MODULE IV.

ASSESSMENT: 2 hours HANDOUTS (3)

OBJECTIVE: To acquaint teachers with ways to assess the results of the tests and how to write a program of study.

MODULE INSTRUCTOR: Linda Grosse

PLACE: ISC Bldg.
Media Conference Room
DATE: February 12, 1990
TIME: 1:00 - 3:00 p.m.

OUTLINE:

A. Each participant will get hands-on experience with:
   1. Filling out a Student Profile Sheet
   2. Writing an Individualized Program
   3. TABE M-3&4 and D-3&4

B. Assessment of "real tests" will be covered for demonstration purposes.

MODULE V.

MATERIALS: 1 HOUR HANDOUTS (0)

OBJECTIVE: To acquaint teachers with the materials and the publishers used; to show how to select appropriate materials for student use.

MODULE INSTRUCTOR: Linda Grosse

PLACE: ISC Bldg.Media Conference Room
DATE: February 12, 1990
TIME: 3:00 - 4:00 p.m.

A. Criteria for Selection: GED vs Pre GED
   1. General rule: 8.0 or above=GED, below 8.0=Pre GED
      a. exceptions
      b. gray areas
      c. feedback
      d. monitoring
   2. Multi-level students
   3. Science, Social Studies, Literature/Arts Placement - reading level
   4. Math and Writing Skills Placement
      a. reading level
      b. skill level
   5. Materials for math
   6. Materials for language skills
   7. Materials for science and social studies
   8. Materials for reading
   9. Cambridge materials

B. Tips for use of materials.
   1. Become familiar with the materials (take a book home each evening)
   2. Rely on Pre and Post-testing if appropriate.
   3. Use diagnostic chart after Pre-test

MODULE VI.

COMPUTER-LITERACY: 4 HOURS HANDOUTS (2)

OBJECTIVES: To give teachers an overview of the use of computers in the workplace, briefly touching upon theory and terminology. At least 2 hours of hands-on experience with word processing, database, and record-keeping.

MODULE INSTRUCTOR: Kevin Curtis

PLACE: Parkway Computer Ctr. Central Jr. High
DATES: February 12 & 13
TIME: 7:00-9:00 p.m. each evening.

OUTLINE: Outline will be handed out at the beginning of class. (See attached).

+ **Intro to Computing (Adult Basic Education)**
  + **Session 1 (Monday, February 12)**
    + Introductions **(7:00 - 7:05)**
      - introduction of workshop participants
      - brief overview
    + Introduction to computer hardware **(7:05 - 8:00)**
      + Parts of the computer
        + monitor
          + the way that the computer displays information visually
            - monochrome
            - color
        + CPU (Central Processing Unit)
          - the "brain" of the computer
        + disk drive (floppy drive)
          + where the computer reads information from disks
            - 5.25 disks
            - 3.5 disks
        + printer
          + another way the computer displays information visually (hard copy)
            - dot matrix
            - daisy wheel
            - laser
        + other devices
          - mouse
          - joystick
          - graphics tablet
          - hard drive
          - scanner
          - MIDI
          - speech synthesis
      - Guided Tour of the Computer
      + How the computer goes together
        - demonstration
        + hands on

- drives to computer
- computer to monitor
+ computer to printer
  + printer operation
    - loading paper
    - self test
    - line feed and form feed
    - print quality

+ Proper care and handling of floppy disks
  - no dust
  - no moisture
  - no extremes of heat or cold
  - not handling exposed areas
  - no bending
  + avoid electromagnetic fields
    - magnets
    - electric motors
  - keep dust jackets on, expect when in drives
  - no pens or pencils when writing on disk labels
  - don't set heavy objects on top of disks
- Break **(8:00 - 8:10)**
+ Apple Presents....Apple **(8:10 - 8:55)**
  - hand out disks
  - review how to insert into the disk drive
  - boot the disk
  + work through **Apple Presents...Apple**
    - a self-paced tutorial
  + Wrap up **(8:55 - 9:00)**
    - questions, review, comments, concerns

+ **Session #2 (February 13, 1990)**
  + Inside the Apple //e **(7:00 - 7:30)**
    - hand out disks
    - review how to insert into the disk drive
    - boot the disk
    + works through **Inside the Apple //e**
      - a self-paced tutorial

+ Follow up discussion of main topics
  - RAM
  - ROM
  - Disk Operating System (DOS)

+ System Utilities Disk **(7:30 - 7:45)**
  - hand out disks
  - boot
  - formatting a blank disk
  - other features of the System Utilities Disk

+ Application Software **(7:45 - 8:00)**
  + what is applictions software?
    + software that allows us to get a specific job done using the computer
      + word processing
        - most common use for computers
        - computer as "electronic typewriter"
      + data base
        - store and manipulate data
        - record keeping
      + spreadsheet
        - store and manipulate numeric data
        + financial tasks
          - budgets
          - record keeping
  + Common ones in Parkway
    + PFS
      - going fast
    + AppleWorks
      - coming on strong
    + MicroSoft Works
      - choice of Macintosh users

- Break **(8:00 - 8:10)**

+ Application Software Continued **(8:10 - 8:55)**
  - brief demo of database
  - brief demo of spreadsheet
  - brief demo of word processing

+ hands-on word processing
  - booting AppleWorks
  - creating word processing document
  - entering text
  - formatting text
  - editing text
  - saving to disk
  - spell checking
  - printing
+ Wrap Up **(8:55 - 9:00)**
  - questions, comments, summary

MODULE VII.

METHODS OF INSTRUCTION - ALL AREAS 4 1/2 HOURS HANDOUTS (6)

OBJECTIVE: To acquaint teachers with: (1) successful adult education teaching strategies; (2) how to teach Reading/Critical Thinking; (3) how to teach communication skills, both verbal and written; and (4) how to teach math.

MODULE INSTRUCTORS: Nancy Spradling
Linda Grosse

PLACE: ISC Bldg. Media Conference Room
DATE: February 13, 1990
TIME: 9:00 a.m.-Noon

OUTLINE:

A. General Teaching Strategies: Reading/Critical Thinking:
   1. General Strategies:
      a. Friendly facilitator to authority
      b. Integrate self-instruction with active teaching (small group and tutorial)
      c. Pedagogy vs Androgy
      d. Maslow - What is an Adult?
      e. Six ingredients for successful ABE teaching
         (1) Success: plan for successful beginnings
         (2) Rapport: establish rapport - it takes time but pays off
         (3) Honesty: when honesty is used, its adopted as the rule
         (4) Integrity: expect of yourself, what you expect of the student
         (5) Structure: successful education needs structure
         (6) Test-Anxiety Reduction: help students put testing into proper perspective
   2. Reading:
      a. Match reading material to, or below, second level scored.
      b. Level I Readers (below 6.0) need tutors.
      c. Some Level II students need small group instruction.
      d. Teach reading as a process.
      e. Short passages are best for slow readers.
      f. Encourage "active" reading.
      g. Incorporate reading and writing.
      h. Recent research on effective schools
         1. teaching as classroom management
         2. teaching as a relationship between process and product
         3. teaching and decision-making

3. Critical Thinking:
   a. Challenge thinking continually
   b. Relate academics to real life learning
   c. Try to stimulate the student to make the decisions; this is his/her life
   d. Build self confidence when the "right" answer to a problem is arrived at by you.
   e. Help students draw conclusions, and ask questions which free the student to discover answers for themselves

B. LANGUAGE
   1. Mechanics:
      a. Review capitalization rules or comma rules as a quick success "fix".
      b. Spelling can be helped, but maybe not totally "fixed".
      c. Work on spelling words from the "Most Misspelled" list.
      d. Teach rules from student writings, its more meaningful.

   2. Essay Writing:
      a. Writing is a process.
      b. Personal writings are a good place to start.
      c. Journals can be fun.
      d. "Real" writings: business or friend
      e. A cookbook approach

C. Math Instruction

   1. Use TABE profile for guide

   2. Focus on word problems - GED test
      a. Trouble on problem section of TABE: use 5 "5 step approach" to solve word problems
      b. Special case for mult/div word problems with fractions
      c. How to attack more complex word problems
      d. Ratio and proportion word problems
      e. Proportions to solve % problems
      f. Proportions to solve rate word problems
      g. Successive %'s
      h. General tips

3. Typical Progression
   a. Whole numbers
   b. Fractions
   c. Decimals
   d. Probability, ration, proportion
   e. Percent
   f. Simple perimeter, area, volume
   g. Measurement
   h. Tables, charts, graphs
   i. Signed numbers
   j. Exponents, scientific notation
   k. Square roots
   l. Basic algebra
   m. Geometry

4. Strategies
   a. Relieve anxiety
   b. Teach process
   c. Encourage cooperative learning
   d. Encourage visualization
   e. Relate to meaningful life situations
   f. Have regular review and drill
   g. Emphasize estimating
   h. Provide practice with GED types of problems
   i. Encourage multiple methods of problem solving
   j. Introduce new concepts verbally and visually

MODULE VIII

RECORD KEEPING: 1 HOUR HANDOUTS (21)

OBJECTIVE: Through explanation, discussion, and review of actual ABE forms, the teachers will be taught to understand the purpose of accurate record keeping.

MODULE INSTRUCTOR: Donna Burk

PLACE: ISC Bldg.
Media Conference Room
DATE: February 13, 1990
TIME: 2:30 - 3:30 p.m.

OUTLINE:

I. Explanation of the purpose of ABE forms
   - A. Explanation of funding of ABE
   - B. Explanation of importance of accurate record keeping

II. Review of actual ABE forms
   - A. Request for certification
   - B. Work Agreement
   - C. Payroll forms
   - D. Registration form
   - E. Welcome Letter
   - F. Sign in sheet
   - G. TABE test
   - H. Other program tests
   - I. Prescription sheets
   - J. Student folders
   - K. Monthly contact hour count
   - L. Attendance sheet
   - M. Student Progress Report Form
   - N. Quarterly report (pink)
   - O. Annual report (blue)
   - P. Volunteer forms
   - Q. Right to Privacy Information
   - R. Inventory
   - S. Book Order form
   - T. GED Application
   - U. Student Evaluation
   - V. Student Retention

MODULE IX:

VOLUNTEERS: 30 MIN. HANDOUTS (2)

OBJECTIVE: To acquaint teachers with management skills to maximize the utilization of volunteer help in the classroom.

MODULE INSTRUCTOR: Zita Solis

PLACE: ISC Bldg.
Media Conference Room
DATE: February 13, 1990
TIME: 3:30-4:00 p.m.

OUTLINE:

A. Find out what their motivating objective is and help them attain it.

B. Find out what their areas of expertise are, and also what they want to be protected from, and operate within this framework.

C. Always make the volunteer feel that their efforts are appreciated.

D. Teach how to handle "sticky" situations.

MODULE X:

LEARNING THEORY: 1 HOUR HANDOUTS (6)

OBJECTIVE: To acquaint teachers with how to help students with learning styles; learning disabilities in the ABE class; and how to help students learn "How to Learn."

MODULE INSTRUCTOR: Nancy Spradling

PLACE: Westinghouse Site
DATE: February 14, 1990
TIME: 9:00-10:00 a.m.

OUTLINE:

A. Learning Styles
   1. Hemisphericity: right-brain vs. left-brain
   2. Environmental Factors:
   3. Help students be aware of their styles
   4. Present in different ways/to help them strategize

B. Students with Learning Disabilities
   1. No records to help determine; ask about "special classes"
   2. Do not avoid the issue, but do not stress. Keep a "mainstream" attitude.
   3. Unspecialize, the "Special Ed" student. Delicate Balance

C. How to face change: How to Learn:
   1. Help students discover their own way of learning. Being "aware" stimulates desire to success.
   2. Challenge thinking.
   3. Change roles

MODULE XI

OBSERVATIONS: LEARNING CENTER AND WORKSITE

I. WORKSITE: 2 1/2 Hours Handouts (O)

OBJECTIVE: To acquaint teachers with the worksite classroom environment; to introduce teachers to significant participants in the program (management and union representatives, students, teachers and support staff); to acquaint teachers with records, materials, and techniques of teaching in the workplace.

MODULE INSTRUCTOR: Nancy Spradling PLACE: Westinghouse Site
DATE: February 14, 1990
TIME: 1:30 - 4 p.m.

OUTLINE:

A. Introduction to participants

B. Classroom experience

C. Record Review with Teachers

II. LEARNING CENTER: 2 HOURS HANDOUTS (O)

OBJECTIVE: To acquaint teachers with the learning center concept; to demonstrate open-entry-exit participation; to review records and materials; to meet with students and to instruct them, if appropriate.

MODULE INSTRUCTOR: Sandra Thompson PLACE: ISC Bldg.-Room D
DATE: February 15, 1990
TIME: 9:00-11:00 a.m.

OUTLINE:

A. Introduction to the Participants

B. Management of a Learning Center

C. Review of materials

D. Participate in teaching

MODULE XII:

THE GED TEST: 1 HOUR HANDOUTS (3)

OBJECTIVE: To acquaint teachers with the GED Test; what it is; its background; where is it given; how is it given; cost; what can GED graduates do with it; how is it normed; the purpose and content of each section; and what rules govern it.

MODULE INSTRUCTOR: Leslie Riley

PLACE: Westinghouse Site
DATE: February 14, 1990
TIME: 11:00-12:00 Noon

OUTLINE:

A. Background

B. GED as a Goal

C. The Test
   1. Test #1 - Part I & II-Mechanics and Essay
   2. Test #2 - Social Studies
   3. Test #3 - Science
   4. Test #4 - Literature and Arts
   5. Test #5 - Math

D. Information necessary to participants
   1. Cost?
   2. Procedures - registration sheet
   3. Where are the test centers?
   4. What level do I need?
   5. What score to pass?
   6. How will I know what to work on?
   7. In the writing: is it (the score) broken down for me?
   8. Who scores the test?
   9. Who reads the essay?

MODULE XIII:

TWO TYPES OF WORKPLACE PROGRAMS 2 HOURS HANDOUTS (2)

OBJECTIVES: To acquaint teachers with the unique characters of traditional upgrade ABE-GED classes in the workplace; to provide teachers with an overview of job specific instruction and detailed information on the job audit procedure; to inform teachers of their general responsibilities in preparing and implementing each program.

MODULE INSTRUCTOR: Leslie Riley

PLACE: ISC Bldg.
Media Conference Room
DATE: February 15, 1990
TIME: 1:00-3:00 p.m.

OUTLINE:

Part I. Traditional ABE Classes in the Workplace

A. Definition
B. Goals
C. Preparation
D. Student Profile
   1. Personal traits
   2. Motivation

E. Evaluating Students
F. Instructional Techniques
G. Logistics

Part II. Job Specific ABE Classes

A. Definition
B. Goals
C. Preparation
D. Student Profile
E. Evaluating Students
F. Instructional Techniques
   1. Functionally-context oriented
G. Logistics

Part III. Summary

A. Compare and Contratthe Two Programs
B. Discuss the role of the teacher

MODULE XIV.

BUSINESS AND INDUSTRY IN THE NEXT DECADE: 1 HOUR HANDOUTS (2)

OBJECTIVE: To acquaint teachers with trends in business and industry.

MODULE INSTRUCTOR: Nancy Spradling

PLACE: ISC Bldg.-Media Conference Room
DATE: February 15, 1990
TIME: 3:00-4:00 p.m.

OUTLINE:

A. Business/Industry Role: A Systems Approach!
   1. "Business can, (and must) play a vital role in helping find solutions to our educational problems."
   2. Help business (with the "vested" interest) realize that "education is on-going, long-term concern--one which affects their own employment and training programs).
   3. Conversation with Edward Jones Company.
   4. "Knowlege work"
   5. "The adult-education revolution is barely under way."
   6. "Mentally, adults are eager to learn."
   7. Trend is to pay for what you know how to do, not what you do: skill-based pay.
   8. Increased productivity = increased productivity of knowledge.
   9. Education is a process.
   10. Learning is fun, as well as profitable.

B. The Problem: not people without jobs but jobs without people.

MODULE XV:

CLASSROOM MANAGEMENT/EVALUATION: 1 HOURS HANDOUTS (1)

OBJECTIVE: To acquaint teachers with effective ABE classroom management and evaluation.

MODULE INSTRUCTOR: Nancy Spradling

PLACE: ISC Bldg.-Room D
DATE: February 16, 1990
TIME: 9:00-10:00 a.m.

OUTLINE:

A. Classroom Management:
   1. Plan for efficiency: the key!
   2. Allow the student to do, it if at all possible!
   3. Keep up with paperwork.
   4. Confront Problems: solutions are freeing!
   5. Systematize: this also is freeing.
   6. Remain open to suggestion.
   7. Be process oriented: we are never perfect nor finished learning.

B. Evaluation:
   1. Set goals with students and for yourself.
   2. Be realistic --
   3. Informal vs formal.
   4. Follow guidelines of the program.

V O L U N T E E R T U T O R S N E E D E D

March 13, 1990

Dear Harvard Employee:

We have started Pre-Technical Basic Skills classes at Harvard Industries and will be needing volunteer tutors. Classes are held from 3:30 to 6:00 p.m. on Tuesdays and Thursdays. If you would be available to tutor students at least one hour per week, please contact Gene Robinson and sign-up. A group training session will be arranged when we know how many volunteers will be available.

Students will progress much faster with more instructional assistance. You will benefit from the training you receive, and in realizing that you are helping a fellow-worker become better educated.

_____
Student Sponsor

Bonnie Armstrong
Teacher

Wayne Spradling
Project Coordinator

Gene Robinson
Personnel Director

Larry Williams/Post-Dispatch

rkway teacher Bonnie Armstrong, left, at Harvard Industries with employee Adele Wills.

Classroom Comes To Factory Floor

By William Flannery
Of the Post-Dispatch Staff

Business people and educators agree that a literate work force is necessary if Missouri companies are going to compete successfully in the high-tech world of the 1990s and beyond.

Nearly 11 percent of the adult population in the state — about 365,000 people — have "illiteracy problems," according to Gov. John Ashcroft's Advisory Council on Literacy, which issued its report "Jobs Without People" last fall. In some Missouri counties, the illiteracy rate is 15 to 20 percent.

While recognizing the need, many companies do not have the resources to develop their own worker education programs. But a new project by the Parkway School District's adult education program could be the answer.

The Pre-Technical Workplace Initiative is a six-month pilot project designed to bring the schoolroom to the factory floor.

The program started in January with a $25,625 grant from the Missouri State Department of Adult Education.

The program serves six school districts in the west central part of St. Louis County — Parkway, Pattonville, Ladue, Clayton, Brentwood and

See LITERACY, Page 8

BEST COPY AVAILABLE

Literacy

From page one

Maplewood-Richmond Heights.

Nancy Spradling, project coordinator, said that the Workplace Initiative's instruction is tailor-made for each company and its employees.

"The program is flexible. It is 'What does the business need,' " Spradling said.

"There are certain companies that want a general upgrade of their employees, so that they can retain their people rather than having to hire new ones" to keep pace with technical advances, she said.

In this situation, the project will develop a program to improve the basic reading, writing and math skills of the workers.

Where appropriate, the employee is prepared to pass the GED high school equivalency exam.

One employer that is following this approach is the Harvard Industries die-casting plant at 201 Rock Industrial Park Drive in Bridgeton.

"It is a small company, but the [firm's management] knows that they have to get more technical. They know that there will be robots taking over some of the things they do," Spradling said.

"Then there are other firms who are very specific in what they want," she said.

Spradling cites the example of a security firm that is interested in a special writing program.

"Their security officers are having trouble writing reports," she said. "We will come in and do a task analysis and list the skills needed to write a report. Then we will tailor a curriculum that will meet those needs."

The initial test given is the TABE or the Test of Adult Basic Education.

"First, we go in with a locator test. This is very short — 25 vocabulary questions and 25 math problems," Spradling said. The test determines the basic academic skills of the worker.

"This is one of the wonderful concepts of adult education. There is a lot of one-to-one instruction . . . I don't think many people realize this."

DONNA BURK, director, Parkway Area Adult Basic Education

"It will also allow us to pick out a person who needs a literacy program; those whose reading needs to be improved before they can do any testing," Spradling said.

The employees are then given a more complete battery of tests, which are set at four different levels.

"You get quite a spread; [it goes] from fourth grade to college level," Spradling said.

This spread dictates how the instruction is done. No classes will be larger than 15 employees and many will be smaller.

Spradling stressed that the teaching is highly personalized. For some, it will be one-on-one instruction.

"Some times, two or three people will be together with a teacher, or sometimes it will be all individual instruction with the teacher circulating around the class.," Spradling said.

"It is like a one-room country school house," said Donna Burk, director of the Parkway Area Adult Basic Education program, which oversees the Workplace Initiative.

"This is one of the wonderful concepts of adult education. There is a lot of one-to-one instruction . . . I don't think many people realize this. They tend to think of a teacher standing in front of a class," Burk said.

The instruction also will be task-oriented for the employees.

"There will be a heavy emphasis in using 'functional context' materials. In other words, the teachers will be trying to use the reading material the employee has to use on the job. We are trying to make this academic experience more like the employee's real world," Spradling said.

For some employees, the tests will offer the first academic evaluation that they have had in years.

"You will get people who have never had an opportunity to have their skills assessed," Spradling said. "They would like to go on to college, but they don't know where to go to get [tested]."

Spradling said many people lack the self-confidence to apply for college.'

"They need a little thing in between — a remedial assessment that says 'You are fine in reading, but you need a little upgrade in your math,' " Spradling said.

Both Burk and Spradling are optimistic that the Workplace Initiative will prove a model for the entire state. And the response thus far has been positive.

The officials of one firm Spradling talked to about setting up classes were so enthusiastic, "They said, 'How about starting tonight?' We said that we couldn't do it tonight. And then they said 'How about tomorrow?' So we started the next day."

the pulse MB

May/June 1990

a news publication for employees of Missouri Baptist Healthcare System

Missouri Baptist Healthcare System unites facilities

There's a catchy new phrase going around these days—Missouri Baptist Healthcare System. "As of the first of this year, all of our facilities and services fall under this umbrella name," notes President **Fred R. Mills**. "Missouri Baptist is comprised of a very progressive network of healthcare professionals, and the word 'system' only reinforces this."

Let's take a closer look at the impressive list that makes up the Missouri Baptist Healthcare System: the Medical Center; the Sullivan and Wentzville hospitals; the School of Nursing; the Ellisville Medical Building; the Cuba Medical Building; Home Health Care; the Physician Outreach Program; the Sports Fitness Center; and the Childcare Center.

Please turn to page 6.

inside...

MBMC's new ER opens.....page 3

Metro area hospital gift shops organize at MBMC.....page 4

Childcare Center opens doors.....page 8

Employees complimented.....page 10

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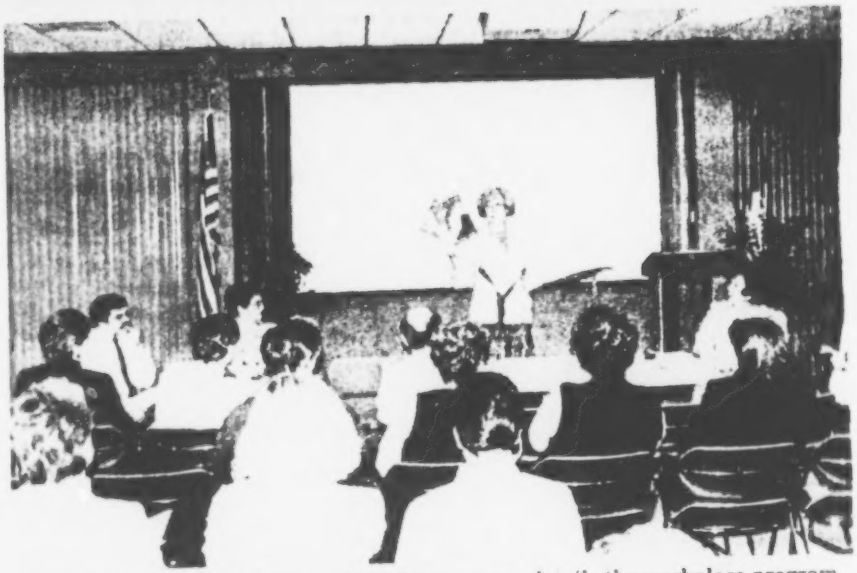

Basic Skills Coordinator Nancy Spradling, center, details the workplace program now available to Missouri Baptist employees.

New opportunity!

Upgrade your basic skills

If you're looking for an opportunity to improve some of your basic skills—look no further. Missouri Baptist Medical Center is now offering "Building Practical Skills: A Workplace Program," to upgrade employees' basic skills in reading, writing and mathematics. The program will focus on all levels, ranging from grade-school to college-level skills.

"What's so great about this program is that it's designed to help people perform on the job," notes **Linda Word**, director of Education. "Building Practical Skills addresses what employees need to read or write, or what math skills are necessary on the job, and it can also help employees who are pursuing their G.E.D.'s."

Word also points out that there is no "pass" or "fail" in this program. "This is simply an opportunity for employees to improve their basic skills and brush-up on specific subject areas," says Word. "Each employee completes a profile sheet that assesses their strengths, and a locater exam is given to determine where they fit into the program."

The program is being conducted in conjunction with the Parkway Area Adult Basic Education Program, and Missouri Baptist has been chosen as one of the pilot sites for the workplace program. The program is offered twice a week for two and a half-hour sessions, which will be conducted by teachers from Parkway. Participants don't need to stay the full length of the session, it just depends on their schedule and their level in the program.

Please turn to page 14.

Basic skills...from page 1.

Medical Center employees will be excused to attend sessions scheduled during working hours, and employees from the Sports Fitness Center, the Childcare Center, Ellisville, Wentzville and Sullivan are all welcome to attend if sessions do not conflict with their work schedule. No employees will be paid for attending sessions scheduled on days off, and all classes will be held in the School of Nursing and will be limited to 15 participants.

"We have been very selective in choosing teachers for this program," notes **Nancy Spradling**, coordinator of the Parkway project. "These teachers are trained to function in the workplace, and are here to assist employees, regardless of what level they may be on. This is a different kind of school. The program is individualized to each participant's needs and is geared toward the job. What if the job they're currently in gets more technical, or changes completely? This program prepares them for these things.

"First and most importantly, each employee needs to access his or her skills. When this program was being implemented at Westinghouse, one man just wanted to improve his spelling, some focused strictly on writing business letters, and others wanted to learn to read. This is a good example of how the program is geared for *every* level of education," adds Spradling.

Volunteer employee tutors are also available to assist employees who are enrolled in the program. Any employee who is available to tutor a fellow worker at least one hour per week should contact their supervisor and sign-up with the Education Department. Each tutor goes through a four-session workshop before working one-on-one with employees in the program.

"Another nice feature of the program is that interested employees can get involved at any time during the course of the program, say in a few weeks, or next month, whatever seems like the best time for the individual," adds Word. "There are also no time restraints. If someone feels they have gotten what they want out of the program in a few sessions, that's great. But if someone else wants to continue to reach a certain level, then we will give them all the help and support they need. The program will be available as long as there are employees interested in improving their skills."

Employees interested in learning more about "Building Practical Skills: A Workplace Program" are encouraged to call our Education Department at 569-5266.

From left to right: Debbie Edwards, hyperthermia coordinator; Dr. Christopher Moran, neuro radiologist, hyperthermia co-investigator; Neal Fearnot, president of MED Institute, presenting President Fred R. Mills with a plaque of recognition; Phyllis McCullough, vice president of Cook, Inc.; Dr. J. Alexander Marchosky, neuro surgeon, hyperthermia co-investigator; and Mark Bleyer, director of Cook, Inc.

MBMC cited for contributions to hyperthermia

Missouri Baptist Medical Center was recently recognized for its outstanding contributions in the development of the hyperthermia treatment. Hyperthermia is a promising new therapy for malignant glioma, a brain tumor with grim prognosis. This new treatment, which is still under investigation, involves the controlled elevation of temperature within a tumor to cause tumor destruction.

Cook, Inc. sponsored the MED Institute to develop the computer hardware and software for the delivery system that actually administers the hyperthermia treatment. To date, 52 patients have undergone hyperthermia treatment at the Medical Center.

Pastoral Care administers to spiritual needs

The Missouri Baptist Healthcare System's Pastoral Care has been busy meeting the spiritual needs of patients and employees alike.

The Medical Center's Pastoral Care provides Sunday worship service in the Chapel at 9:15 a.m., and daily devotions Monday through Friday at noon. These services are also televised live on KMBMC Channel 13. Catholic Mass is offered on Saturday at 3:30 p.m. in the MBMC Auditorium. Mass is also offered the day after each Holy Day of Obligation.

Special services are scheduled for Good Friday, Thanksgiving Day, and Christmas Day.

The Medical Center Chapel is open 24 hours a day to patients, family, and hospital staff. For more information phone Pastoral Care at 569-5105.

There are Volunteer Pastoral Care programs at MBH-Sullivan and MBH-Wentzville. Both hospitals have a Meditation Room that is open 24 hours a day. For more information or for the chaplain on duty call: Social Services-Sullivan at 468-4816; or Social Services-Wentzville at 327-1000.

Harvard Products Featured...

Continued from page 1

automotive division is supplying products for the updated 1991 Chrysler Motors minivans.

The minivans, among the world's most popular vehicles, are marketed under the Chrysler Town and Country, Dodge Caravan and Plymouth Voyager nameplates.

Harvard divisions have supplied products for previous models, but are even better represented in the 1991 model. Anchor Swan is supplying radiator, heater and transmission oil cooler hose and hose assemblies for the cooling system, as well as products for the fuel and power steering systems.

Cast Products' Tiffin Foundry is providing two products for the 1991 minivans: a complete lower control arm assembly including the bushings and ball stud; and the castings for the rear axle ends.

Harman Automotive is supplying a newly designed foldaway outside rear view mirror, and the electric remote-control mirrors which are standard on the 1991 Chrysler minivans.

Kingston-Warren and Trim Trends are working together to provide a window sealing/door molding assembly for the front driver-side and passenger-side doors. Trim Trends is also providing a special door side molding package and important components for the vehicle's electronically-controlled four-speed automatic transmission.

1991 Chevrolet Caprice Classic

Chrysler begins production of the minivans in July at its Windsor, Ontario, plant, and in August at its St. Louis plant.

Harvard products are also playing a prominent role in Chevrolet's 1991 Caprice.

The model features Harman Automotive's outside rear view mirrors. The front and rear window seals are from Kingston-Warren and the side window molding assemblies from Trim Trends. Anchor Swan provides the fuel hose.

Interest in Harvard systems from General Motors, Ford and Chrysler is evidence of the company's continuing leadership as an automotive supplier.

Diecasting Division Has GED Classes

Harvard's Cast Products Diecasting Division is one of several companies in the St. Louis, Missouri, area bring classrooms to its factory floors.

It's all part of a program called the Pre-Technical Workplace Initiative. The goal is to upgrade the education level of the workforce in participating companies.

St. Louis Diecasting joined the program early, offering workers an opportunity to study for a GED high school equivalency exam. All spaces were filled in two days, and classes started a week later.

Diecasting recruited tutors from among its employees and the Parkway School District. The employees signed up go to class and study on their own time in one of the company's training or conference rooms.

An Advisory Committee made up of the chief shop steward, a student, a tutor, a Parkway Adult Education representative and teachers. Diecasting's personnel manager also works with the program.

Representatives of the Missouri Department of Education have visited St. Louis Diecasting's program and have been enthusiastic about its progress.

PARKWAY TEACHER BONNIE ARMSTRONG (left) works with St. Louis Diecasting employee Adele Wills as part of the Pre-Technical Workplace Initiative.

HARVARD INDUSTRIES NEWS

HARVARD NEWS is published quarterly by Harvard Industries, Inc. Your comments and contributions are welcome and should be submitted to:

HARVARD NEWS
217 Pierce Street
Suite 209
Birmingham, Michigan 48009
(313) 644-8410

HARVARD INDUSTRIES NEWS

Vol. 2, No. 1 Summer 1990

Inside . . .

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WCM MARCHES ON

Lee H. Runk
President

Two years ago, World Class Manufacturing was an exciting concept, but little more. Today, Harvard's transition to World Class Manufacturing is in full swing.

Harvard Interiors has converted 60% its Tenbrook Electronics Plant to work cell World Class concepts.

Trim Trends Snover Plant is 90% converted to work cells. As outlined in this issue, the Deckerville Plant is in the process of total conversion to work cells.

Anchor Swan's Easley Plant is 30% converted and will be 100% by year end.

St. Louis Die Cast is 90% converted, and in so doing, has eliminated the necessity for one complete building, due in part to reducing their inventory by over 50%.

Harman's Bolivar Assembly Plant now has six self-made work cells performing mirror assembly.

ESNA's Union Plant has launched their first two work cells with more in the process of being set up.

Continued on Page 3

1991 Ford Explorer

Harvard Products On New Models

Products from Harvard Industries' automotive divisions are playing key roles in new vehicle launches at the Big Three.

When production of the all new 1991 Ford Explorer began in March, it featured a diverse line of Harvard products.

The Anchor Swan division produces vacuum hoses and coupled hose assemblies for the brake, power steering, climate control and signal systems.

The Cast Products Group supplies the differential carrier and the slip yoke castings used in the transmission and propeller shaft.

Harvard's Kingston-Warren Division supplies rubber sealing to its sister division Trim Trends for use in rear window assemblies. Trim Trends also supplies the rear side window assemblies to Ford.

Several Harvard divisions are also supplying parts and components for the 1992 Ford Crown Victoria and Mercury Grand Marquis.

Anchor Swan is producing under-hood hose and hose assemblies for the transmission oil cooler and the fuel and power steering systems of both models.

Cast Products is supplying the differential carrier and propeller shaft slip yoke casting, and Harman Automotive is providing the outside rear view mirrors. Every Harvard

Continued on Page 2

Inventories at an All-Time Low

Harvard Industries inventories have reached record lows throughout the company, primarily through the application of World Class Manufacturing techniques.

Harvard Industries President Lee Runk says inventories have steadily declined since Harvard divisions adopted WCM principles.

WCM

"WCM is designed to eliminate waste," Runk says, " and all inventories are, by definition, waste."

Company-wide inventory levels are 34 per cent below those of 18 months ago. The reduction is significant because lower inventories also mean a reduction in scrap, rework, handling, damage and obsolescence.

The inventory reduction can be traced to dozens of examples of Harvard work cell teams applying WCM principles to their products. Throughout the company, in-process inventories have been reduced from

Continued on Page 3

STUDENT EVALUATION FORM

Dear _____ Student:

Your assistance in evaluating this course is being sought to further improve Parkway's continuing education program. Your anonymous evaluation, including criticism and suggestions, will be used in future program planning by the program.

Please respond as accurately as you can.

Course_____ Location of Course _____

Date: _____

THE INSTRUCTOR	Excellent	Satis-factory	Poor
1. How well do you feel the instructor knew the subject?	_____	_____	_____
2. Was the instructor organized?	_____	_____	_____
3. Were questions arising during dis-discussions answered satisfactorily?	_____	_____	_____
4. How would you rate the overall performance of this instructor for the course?	_____	_____	_____
5. Was the instructor on time for class?	_____	_____	_____

THE COURSE	Excellent	Satis-factory	Poor
6. Were your expectations ful-filled by the course as it was conducted?	_____	_____	_____
7. How would you rate the overall effectiveness of this course for your purpose?	_____	_____	_____
8. How would you rate your interest in enrolling in a similar course or one more advanced?	_____	_____	_____
9. Was this course worth your time?	_____	_____	_____

10. Please make suggestions on the following page that you feel would improve this course or the total program. Please be specific.

STUDENT EVALUATION FORM - Page 2

PLEASE RETURN TO:

-- OR --

Nancy Spradling,
Project Coordinator
Pre-Technical Workplace Initiative
Parkway Area Adult Basic Education
12657 Fee Fee Road
Creve Coeur, MO. 63146

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

PRE-TECHNICAL WORKPLACE INITIATIVE

WORKSITE-BASED BASIC SKILLS PROGRAM
Program Contact Interview

WORKSITE:_____DATE:_____

PROGRAM CONTACT:_____TELEPHONE:_____

TITLE:_____

TYPE OF PROGRAM: ABE:_____ESL_____GED_____OTHER_____

We are conducting interviews with those key personnel who have worked closely with the Parkway Area Adult Basic Education Program, implementing worksite-based basic skills programs in order to evaluate and strengthen services. Your perceptions and insight are vital in accomplishing this task. There are ten interview questions in this brief survey to be completed; this should take no more than 30 minutes of your time. We would appreciate your assistance by answering these questions as thoroughly as possible.

1. What were your expectations of the program conducted at this site? _____

_____

_____

2. To what degree were your expectations met?

_____

_____

_____

3. What benefits have you seen as a result of employee participation in this program?

_____

_____

_____

_____

4. How accepting have the supervisors and co-workers been of the program and the employee participants?

_____

_____

_____

_____

5. How accepting has upper level management been of this program?

_____

_____

_____

_____

6. What are the 3 most positive aspects of this program?

a. _____

b. _____

c. _____

What are the 3 least positive aspects of this program?

a. _____

b. _____

c. _____

7. How satisfied have you been with the service provider you have used for instruction?

_____

_____

_____

_____

8. Would you encourage other employees to participate in this program?

Yes_____No_____

If no, please explain:_____

_____

_____

_____

9. Would you recommend this program to other companies?

Yes_____No_____

If no, please explain:_____

_____

_____

_____

10. Does your company plan on continuing services?

Yes_____No_____Not sure_____

Please explain:_____

_____

_____

_____

Thank you

EVALUATION

ABE TEACHER TRAINING
PARKWAY AREA ADULT BASIC EDUCATION

FEBRUARY 12-16, 1990

		Yes	No
1.	Do you think the training was adequate for "opening night" with students?	_____	_____
2.	During training, did you feel comfortable asking questions?	_____	_____
3.	Were areas of concern addressed during the training sessions?	_____	_____
4.	Did presenters seem prepared?	_____	_____
5.	Did handouts have meaning for you as potential ABE teachers?	_____	_____
6.	Did the order of instructional modules make sense?	_____	_____

COMMENTS: Please take a few minutes to make any personal comments that you feel need to be said to help us train teachers in the future.

APPENDIX J-4

Date _____

EVALUATION

LITERACY TUTOR WORKSHOP

Sponsoring Organization _____ Location _____

Trainers _____

The following evaluation will let us know what worked well for you and what could have been better. Your suggestions are requested.

A. Please check how well you feel you have learned each of the following:

	very well	fairly well	not very well	not at all
1. The extent/implications of illiteracy in USA.	___	___	___	___
2. The characteristics of "new readers"	___	___	___	___
3. Principles of teaching "new readers"	___	___	___	___
4. How to use LWR Manuals to teach:				
Skill Book 1	___	___	___	___
Skill Book 2	___	___	___	___
Printing	___	___	___	___
5. General Skills taught in Skill Books 3 & 4	___	___	___	___
6. How to administer, score and evaluate "Checkups"	___	___	___	___
7. How to use supplemental techniques and/or materials	___	___	___	___
8. The principles of writing for new readers	___	___	___	___
9. How to keep records of your student's progress	___	___	___	___
10. Allowed time for review and questions	___	___	___	___

LLA LITERACY TUTOR WORKSHOP REVIEW QUESTIONS

1. Give a definition of a functional illiterate in this country.

2. Approximately how many functional illiterate adults are there in this country?

   In your local community?

3. What are the three major reading skills taught in Charts 1-5 of Skill Book 1?

4. What is the key word for each letter of the alphabet taught in Charts 1-5 of Skill Book 1?

a _____	j _____	s _____
b _____	k _____	t _____
c _____	l _____	u _____
d _____	m _____	v _____
e _____	n _____	w _____
f _____	o _____	x _____
g _____	p _____	y _____
h _____	q(u) _____	z _____
i _____	r _____	

5. What is an important addition to the lesson presentation in Lesson 6 of Skill Book 1?

6. Name at least five new skills or changes or additions to the lesson presentation in Skill Book 2.

7. Name at least three new skills or changes or additions to the lesson presentation in Skill Book 3.

Steck Vaughn Training Evaluation Form

Sponsoring Organization_____

Location_____

Trainer _____

Please indicate how well you feel each section was addressed.

	very well	fairly well	not very well
1. Explanation of Reading for Today components. (i.e. Reading for Today vs. Reading for Tomorrow).	_____	_____	_____
2. How to use the components effectively.	_____	_____	_____
3. How to evaluate each section.	_____	_____	_____
4. How to use supplemental techniques and/or materials.	_____	_____	_____
5. Used "hands on" technique effectively.	_____	_____	_____
6. Allowed time for review and questions.	_____	_____	_____
7. Discussed the adult learner and seven characteristics.	_____	_____	_____
8. Adequate training materials.	_____	_____	_____
9. Adequate location.	_____	_____	_____
10. Adequate length of workshop.	_____	_____	_____

Please write any comments which you feel would improve the workshop.

Certificate of Accomplishment in Pre-Technical Workplace Basic Education

Parkway Area A.B.E.

_____ *, a participant in the Parkway Area Adult Basic Education/Pre-Technical Workplace Program, having presented continued efforts and interest in educational growth, and sustaining significant advancements through regular participation, is hereby awarded this certificate of accomplishment on this* _____ *day of* _____ *, 19____ .*

_____
Company Representative

_____
A.B.E. Director

_____
Project Coordinator

_____
A.B.E. Teacher

BASIC SKILLS
IN
THE WORKPLACE

MODEL GUIDE
PHASE II

SUPPLEMENT TO PHASE I
PRACTICAL GUIDE
FOR DEVELOPMENT AND IMPLEMENTATION

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM
JUNE 30, 1991

PRE-TECHNICAL WORKPLACE INITIATIVE

MODEL GUIDE

DEVELOPED
FOR THE

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM
PARKWAY SCHOOL DISTRICT
ST. LOUIS, MISSOURI

FOR THE

DIVISION OF ADULT EDUCATION
MISSOURI STATE DEPARTMENT OF EDUCATION

June 30, 1991

Submitted by

Jan Miller
Linda Grosse

Project Coordinators

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INTRODUCTION

Model Guide Phase II is a supplement to the original - Practical Guide for Development and Implementation - (Model Guide Phase I).

Model Guide Phase II is a result of the continuation and expansion of the pilot project entitled "Pre-technical Workplace Initiative" funded by the Missouri State Department of Education, the Adult Basic Education (ABE) Division. The 353 Grant was awarded to the Parkway Area Adult Basic Education Program which operates under the coordination of Donna Burk, Director.

Phase I of the project focused on designing a system for ABE expansion into the workplace.

Phase II goals were to expand the number of workplace sites to include six new sites which would serve those employees in need of educational upgrade.

These businesses' needs would be met through use of the policies and procedures developed in the first phase of the project and recorded in the Model Guide. At each new site this would involve forming an advisory committee, conducting needs assessments, selecting and developing curriculum, recruiting and training instructional staff, and refining policies and procedures of the Model Guide. Criteria would be developed for selection and training of a Workplace Basic Program coordinator to be added to the Parkway Area Adult Education Program staff.

During Phase II thirteen on-site basic skills classes were begun at seven companies expressing a need for the service. There were 360 students served at the seven new sites and the one continuing pilot site; twelve certified teachers were recrutied and trained in ABE in the workplace techniques; and twelve tutors were recruited and trained. The companies served ranged in size from 200 employees to 2,000 employees. Sites served included: three factories, an electrical components plant, a machines and parts manufacturing plant, and a pharmaceutical packaging plant; two hospitals; a hotel; and a military records center. Advisory committees are fully functioning at six sites; two sites will begin advisory meetings this summer. Of the 360 participants about 1/4 need a GED; 3/4 need math improvement which tends to be lower than reading or language on the TABE tests used for assessment. About 1/4 of the students come for brush-up on their basic skills. (Individuals that bring in job related materials total about 1/4 of the participants.) Three sites have specific goals for their employees while the rest have more general goals.

Several conclusions and recommendations can be made from the results of Phase II. Companies that are involved in paying teachers' salaries play a greater role in recruitment/retention of students. Classes that are mandatory and totally on company time have the best attendance, yet contain more resistive participants. Classes that are voluntary and are on company/employee shared time are next best in attendance and have more enthusiastic participants. Classes that are voluntary and all on employee time are the poorest in attendance but have very enthusiastic participants. In September one site plans to change to a voluntary program all on company time. This seems to us to be an ideal approach if supervisors cooperate in allowing employees time to attend class. Since the cost-effectiveness of the

program relates to consistent attendance it is important in the future to have supervisors' cooperation in releasing employees for class, and employees that are paid in full or at least in part for time spent in class.

Advisory committees are essential. They allow easier access to department-heads, line supervisors and managers for direct exchange of information needed in the development of functional context materials. They provide a format for asking questions, expressing concerns, brainstorming ideas to problem solve as issues arise, and for producing mutual respect and understanding in the partnership. The value of quality programs cannot be overemphasized for word-of-mouth recommendations by a satisfied company save costly recruitment time for new sites. Five of our new companies were contacts from referrals by our pilot sites. To assure quality programs from the start requires sufficient time for initial contacts; meetings with management, supervisors, and employees; and needs assessments. Classes will be more effective if adequate planning time is spent designing programs. Often company representatives differ among themselves as to workplace instructional needs and goals. Therefore, it is important to spend time listening, clarifying, and understanding before direction can be clearly focused and meaningful classes begun.

This supplement is a product of the material used during Phase II of the "Pre-technical Workplace Initiative." The supplement Model Guide Phase II contains examples of letters, forms, surveys, articles, assessments, evaluations, statistics, partnership agreement, individual learning plans, functional context materials, advisory meeting agendas and minutes that were developed and used in the project during the last year. They are available as guides for designing other workplace basic skills programs. Also available is the original Practical Guide for Development and Implementation.

Products are Available From:

Pre-Technical Workplace Initiative Project
Parkway Area Adult Basic Education Program
12657 Fee Fee Road
Creve Coeur, Missouri 63146

Cost: $3. (mailing cost)
Practical Guide for Development and Implementation
(about 100 pages)

Cost: $4.50 (mailing cost)
supplement - Model Guide Phase II
(about 150 pages)

Title of Project: Pre-Technical Workplace Initiative

Grant Period: July 1, 1990 - June 30, 1991

Contact - Name: Donna Burk, Director
Address: Parkway Area Adult Basic Education Program
12657 Fee Fee Road - Creve Coeur, MO 63146

Telephone: (314) 469-8534

Project Description:

Phase II involves further development and implementation of the model guide established in Phase I to aid adult education directors in starting their own workplace basic skills program and the opening of six more classes. This development includes making initial contacts with interested businesses and meeting with one or more levels of their management to explain the goals and capabilities of the program and learn about the company's needs. Next, an informational orientation is presented to supervisory and employee personnel. After that a customized program of instruction is designed to meet the specific needs of the employer. Once the employees have been assessed and their needs and goals are established, the program of instruction is expanded to meet the needs of the student-employees as well as those of the employer.

Project Outcomes:

On-site basics skills classes were started at four more locations. Four classes were established at one location servicing close to one hundred students. Two classes servicing fifty-five students total were started at another location. Individual classes of between ten and twenty students were set-up at each of two other locations. Four new teachers were recruited and trained in ABE workplace techniques. Five tutors were recruited and trained and ten more are getting ready to begin the training process. The sites include one electrical manufacturing company, one hospital, one hotel and an Army Records Center. The latest endeavor is a large tool-and-die factory where the assessment of six-hundred employees will begin immediately. Recruitment and training of teachers and tutors is ongoing, as well as material selection, program design, and advisory committee meetings.

WORKPLACE INITIATIVE

TO: Donna Burk February 21, 1991

FROM: Linda Grosse and Jan Miller

Workplace strengths for MABEAA:

Our strengths in Workplace lie in our ability and willingness to tailor our educational program to meet the goals and needs of both the employer and the student employees. We meet the student where he is and take him as far as he needs to go to meet these combined goals. Our program is customized for the company from the time the first contact is made, through the employee introduction, orientation and recruitment, material selection, classroom design, progress documentation and monthly advisory meetings. For the student, our program is individualized from the initial assessment through the profiling of assessment results, goal setting conferences, writing of individual learning plan, making prescriptive assignments, and providing individual tutor support when needed.

With an individualized, student-centered program, we can provide a tailored workplace educational experience that benefits management as well as participants.

mc

PARKWAY

ADULT BASIC EDUCATION

September 11, 1990

To: The Personnel/Education Director

The Parkway Area Adult Basic Education Program, which serves the school districts of Parkway, Pattonville, Ladue, Clayton, Brentwood and Maplewood-Richmond Heights, is conducting a survey of business and industry to determine need and interest in on-site workplace basic skills instruction for employees.

We have successfully served four area businesses with our program. Enclosed is a letter of support from a manufacturing company where we aided in helping employees face technical changes on the job. Currently we are operating a basic skills/GED class at one work site where the goal is improvement of the educational levels of its 1800 employees. Our purpose in this survey is to locate other possible sites.

We are prepared to implement two types of programs: a general program to upgrade all areas of basic skills, often preparing employees to pass the GED (High School Equivalency Exam) when appropriate; and a program designed to upgrade the skills of employees to perform specific tasks. This second type program will involve performing job audits and task analysis to determine what basic skills levels are needed to perform the tasks, and then developing specific curricula to meet those needs.

Classes are held on site, and instructors are recruited and trained for this specific assignment. Benefits to business and industry would be: better educated employees; better employee-employer relations; a higher level of job performance by those involved in the program; improved employee attitudes toward the workplace; and improved employee ability and knowledge of how to learn.

We will be calling your company within the next month to determine interest. If you need more information, please call us at 469-8523 or 469-8534.

Sincerely,

Nancy Spradling, Project Coordinator

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

BEST COPY AVAILABLE

PARKWAY AREA ADULT BASIC EDUCATION

PRE-TECHNICAL WORKPLACE INITIATIVE
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

The Parkway Area Adult Basic Education Program, which serves the school districts of Parkway, Pattonville, Ladue, Clayton, Brentwood and Maplewood-Richmond Heights, is conducting on-site workplace basic skills instruction for employees.

We have successfully served seven area businesses with our program. The attached support letters are from a manufacturing company and a hospital. We continue to help employees in the following areas:

- brush-up on basic skills
- work to complete high school with GED
- meet job certification requirements
- prepare for college level classes
- work on specific job related skills
- prepare for technical advances and changes
- increase self-confidence and self-esteem

Classes are held on site, and instructors are recruited and trained for the specific assignment. Benefits to business and industry would be:

- better educated employees
- better employee-employer relations
- a higher level of job performance by those involved in the program
- improved employee attitudes toward the workplace
- and improved employee ability and knowledge of how to learn

If you are interested in workplace classes or need more information, we are available at 469-8523 or 469-8534.

Jan Miller
Project Coordinator

Linda Grosse
Project Coordinator

mc

ABE TEACHER TRAINING

Parkway Area Adult Basic Education
U.S. Army Reserve Personnel Center

September 26, 1990

9:00 - 10:00 a.m.	Introductions Tour of the Facility	Jim Steele
10:00 - 11:00 a.m.	Overview of Assessment . . .	Jan Miller
11:00 - 11:30 a.m.	Goal-setting and Evaluation	Nancy Spradling
11:30 - 12:00 noon	Materials	Linda Grosse

OVERVIEW OF ASSESSMENT

Day #1:

1. **INTRODUCTION** . . . . . 30 min.

   1) Introduction/sharing/name and department

      . Can "pass" if you wish
      . Why you're here?

2. **MECHANICS** . . . . . 15 min.

   1) Folder contents/writing sample
   2) Sign-in sheet -- **IMPORTANT**
   3) What is going to happen today

3. **REGISTRATION** . . . . . 15 min.
4. **LOCATOR TEST** . . . . . 45 min.

   Scoring/convert/and hand out answer sheet 15 min.

Day #2:

1. **CONNECTION/EXPLANATION OF FORMS OF THE TABE:** . . . . . 15 min.
2. **READING TEST** . . . . . .

   . Fill out answer sheet 5 min.
   . Explanation of vocabulary section 5 min.
   . Vocabulary section 17 min.
   . Explanation of comprehension 5 min.
   . Comprehension section 37 min.

3. **SCORING/PROFILE.** . . . . . 20 min.

Day #3:

1. **CONNECTION/WHAT ARE WE GOING TO DO TODAY** . 10 min.
2. **LANGUAGE TEST** . . . . . .

   . Explanation 5 min.
   . Mechanics 15 min.
   . Explanation 5 min.
   . Expression 41 min.
   . Explanation 5 min.
   . Spelling 13 min.

3. **SCORING/PROFILE** . . . . . 25 min.
4. **PASS OUT MATH ANSWER SHEETS** . . . . . 5 min.

Day #4:

1. **CONNECTION/WHAT ARE WE GOING TO DO TODAY** . 10 min.
2. **MATH TEST - scratch paper** . . . . . .

   . Explanation 5 min.
   . Computation 43 min.
   . Explanation 5 min.
   . Concepts/Application 37 min.

3. **SCORING/PROFILE** . . . . . 20 min.

A.B.E. TEACHER TRAINING
DECEMBER, 1990

/\

1. Introduction
2. Director's Comments - Donna Burke
3. Volunteers in the Classroom - Zita Solis
4. Workplace Initiative Update - Jan Miller
5. Roles of the ABE teacher - Linda Grosse
    a. Diagnostician
    b. Planner
    c. Motivator
    d. Resource Person
    e. Facilitator
    f. Troubleshooter
    g. Assessor
6. Adult Learners
    a. Reasons for returning
    b. Responding to a wide variety of students
    c. Characteristics
    d. Barriers to learning
7. Tips
8. Materials
9. GED
10. Record keeping - Jamie Brooks
11. Assessment - TABE 5&6 - Jan Miller and Linda Grosse

TIPS FOR NEW PARKWAY ABE TEACHERS

A few helpful hints put together by those of us who have learned the hard way so that you won't have to.

I. New Teacher/New Student...What to do when a person walks into class for the first time
   - A. Have some student folders made up in advance containing: registration, prescription sheet, locator and answer sheet, welcome letter, scrap paper.
   - B. Registration Form
   - C. Welcome Letter
   - D. Locator
     1. Results of this indicate which level to give in math and reading.
     2. Use <u>total</u> locator score to determine which level to give in language.
   - E. TABE Test
     1. It's a good idea to take the A level yourself and scan the other levels.
     2. Usually give only the reading portion on the first meeting. If student is high level and motivated, or if class is longer than 2 1/2 hrs. may want to give language portion also.
     3. Relieve anxiety
        - a. An assessment; not a pass/fail type of test
        - b. Expect to miss some
        - c. To determine areas of strength and weakness
        - d. Tell student this will let you know what books to start him in.
        - e. Don't guess.
        - f. Monitor student closely.
          - (1) Go over examples and directions carefully.
          - (2) Some of the directions are confusing(especially the section on homonyms in vocabulary).
          - (3) Encourage questions if confused about how to proceed.
          - (4) Check back frequently.
     4. Conversion
        - a. Use color coded charts to convert raw score to grade equivalents being <u>very</u> careful to use the correct <u>form</u> (5 or 6) and <u>subject.</u>
        - b. De-emphasize grade equivalents with lower level students.
        - c. Use of charts for recording of grade equivalents on front of profile sheet is optional.
     5. Profile Sheets
        - a. Double check to make sure the student is given the profile level that matches his test level.
        - b. Most students can fill these out themselves with a little direction from you.
        - c. These can be very helpful in writing prescriptions.
        - d. Emphasize skills to be mastered rather than grade level.

6. Konrad Math Placement Test I
   a. Take this yourself, too.
   b. Have students show work on the test sheet. This helps you to evaluate it.
   c. You can quickly see where in math they need to start (long division, fractions, etc.)

F. Make a math assignment in one of the books based upon Konrad results.

G. If time has allowed for the Tabe reading test to be profiled and converted, a reading assignment may also be made at this time if needed (usually if level is below 9.0, otherwise postpone).
   1. The most important goal for the first meeting is to insure that the student has a chance to successfully begin.

II. What needs to be done during the next several meetings.
   A. Complete the language portion of the Tabe test,profile and convert scores.
   B. Make assignments based upon the profile sheet in language.
   C. Complete the math portion of the Tabe test, profile and convert scores.
   D. Enter Tabe results on white registration form and student progress form.
   E. Separate completed registration form keeping yellow copy in student folder. Teacher retains white copy.
   F. Staple all appropriate forms into student folder.
      1. Prescription sheet (on top)
      2. Yellow copy of registration.
      3. Profiles
      4. Test answer sheets
      5. Konrad Math

III. Introducing Social Studies and Science
   A. When the student has made progress in the initial areas of study and is willing to add another subject.
   B. Usually start with the Predictor Test at the beginning of the book. (Contemporary GED Social Studies/Science)
   C. If student scores high (11th or 12th grade) on the TABE reading, give choice of Pre-test in S.S. or Sci. instead of working in Lit. and Arts book.
   D. Use the diagnostic charts immediately following the Predictor to outline areas of study in the book.
   E. If Pre-test score is above 80%, don't spend much time on the subject unless most of the questions missed are in one skill or content area. Then assign this part only.

IV. Giving the Practice GED
   A. Administer in a group at pre-announced intervals (i.e. before holiday breaks and session endings).
   B. Administer individually in-between-times as appropriate.
   C. Take the test yourself before administering.
   D. Encourage ready but reluctant candidates to "try" the test for practice and assessment of progress.
   E. Counsel those who are eager, but not really ready, against discouragement. Again, stress the practice nature of the test. (Pleasant surprises do happen)

PARTIAL PARKWAY ABE BOOK LIST
some books worth getting to know...

I. Math

A. Number Power 1
> 1. Review whole numbers
> 2. Measurement
> 3. Simple geometry (vol.,area,perim.)
> 4. Some life skills math

B. Number Power 2
> 1. Fractions
> 2. Decimals

C. Pre-Ged Math and Problem-Solving Bk.1&2
> 1. Good support for No.Pwr. 1 and 2 especially for word problems
> 2. Special topics chapters at end provide good variety at Pre-GED level

D. Contemporary GED Math
> 1. Reading level is at least 8.0
> 2. 5 Step Approach to solving word problems at beginning of book very helpful to many students on all levels
> 3.Good for exposure to GED type word problems after skills have been learned in Number Power
> 4. Ratio
> 5. Proportion
> 6. Percents
  a. Use proportions to solve percent problems rather than Number Power method
  b. can use No.Power's introduction to %'s (converting % to fractions and decimals) and then switch back to this
> 7. Can use this book exclusively (skip No. Power) with higher level students
> 8. Basic Algebra
> 9. Geometry
> 10. Special Topics Chapter at end of book gives higher level students exposure to GED variety of problems
> 11. Post-test good check for GED readiness

II. Writing Skills

A. Contemporary Pre-GED WRiting Skills
> 1. Use with students who are below 8.0 in reading and/or language
> 2. Answers to Verbs and Pronouns (sections 3 & 4) on Pre-test are reversed in answer key at end of test

B. Contemproary GED Writing Skills
> 1. Use with students who are 8.0 or above in reading comprehension and language
> 2. Chapter 4
a...helpful for paragraph writing
b...good for combining sentences
> 3. Chapter 5
a...section on writing essays good for students who can express themselves on paper
b...good for sentence structure

C. Contemporary Write Stuff series
> 1. For grade levels 5-12
> 2. Get a writing sample -- helps with placement
> 3. Shaping Sentences
a...good for sentence structure
b...moves more slowly than GED Writ. Skills
c...Useful for less proficient writers
d...Punctuation review in Chapt.12
> 4. Putting it in Paragraphs
a...Paragraph structure for the less experienced writer
> 5. Writing for a Purpose
a...step-by-step approach to essay writing

D. Learning our Language books 1 and 2
> 1. Good review of mechanics (capitalization and punctuation)
> 2. can be used with all levels

E. English Workout
> 1. Drills for 9.0 & up students

F. Steck/Vaughn Writing Skills
> 1. Bridges the gap between Pre-GED and GED Contemporary (often necessary)
> 2. Has mechanics section
> Use with Contemporary GED Writing Skills for review and reinforement -- great source for more excercises

G. Grammar Write Away Bk 1
> 1. Reading level 5-7
> 2. Grammar taught in context of writing
> 3. Alternative or supplement for Contemp.Pre-GED Writing & Language

H. Grammar Write Away Bk 2
> 1. Chapter 2 good for combining sentences and punctuation
> 2. GED level

III. Reading

A. Contemporary Pre-GED Critical Reading Skills
> 1. Grade levels 5-7.9
> 2. Chapter 5-Thinking for Yourself a...Can use with levels 8-9 also

B. Contemporary Literature and the Arts
> 1. Use with level 8.5 and up
> 2. Will want to assign all reading skill chapters for 8 & 9 level students
> 3. If total reading is 8.5 but vocab. level is lower - vocab. in this book might be too difficult. Work first in Pre-GED Critical Reading and on Vocabulary.

C. Vocabulary Connections
> 1. Content based vocabulary across the curriculum
> 2. 6 books C-H corresponding to grades 3-8
> 3. Widely varied format - high interest

IV. Social Studies

A. Contemporary Pre-GED Social Studies
> 1. Reading level 5-7.9
> 2. Good chapter on Charts, Maps and Graphs

B. Contemporary GED Social Studies
> 1. Reading level 8.0-12

V. Science

A. Contemporary Pre-GED Science
> 1. Reading level 5-7.9

B. Contemporary GED Science
> 1. Reading level 8-12

READING

Steck Vaughn

Reading for Today

Book & Workbook Communication	Book 1	(0-1)
	Book 2	(1-2)
	Book 3	(2-3)
	Book 4	(3-4)
	Book 5	(4-5)

Reading for Tomorrow

Book & Workbook Communication	Book 1	(5.0-5.5)
	Book 2	(5.5-6.0)
	Book 3	(6.0-6.5)

Spotlight (2-4)
Superstars in Action (4-6)
Stratagies for Success (4-6) Reading

Reading Skills for Adults	Blue	(2-3)	Review before assigning
	Red	(3-4)	Each is probably
	Green	(4-5)	higher than this
	Brown	(5-6)	designated level

New Reader's Press

Challenger	1	(1)
	2	(2)
	3	(3)
	4	(4)
	5	(5)

Contemporary

Reading & Critical Thinking	(6-8)
Pre-GED Skill Books (all subjects)	(5.0 - 7.9)
From Pictures to Passages	(4.0 - 6.5)

Cambridge

Pre-GED Skill Books (all subjects)	(5.0 - 7.0)

SOCIAL STUDIES, SCIENCE & ENGLISH

Publisher	Title	Reading Level
Steck Vaughn	America's Story Book 1 & 2	(2-3)
	Basic Science for Living	( )
	Our USA	(5-6)
	Stratagies for Success	(4-6)
	Famous Black Americans	(5-6)
	Living in America (Democracy in Action)	(6-7)
	The American People	(7-10)
New Reader's Press	The Constitution Made Easier	(6)
	Econ.: It is Your Business	(5.2)
	This is Your Body	(6.4)
Cambridge	Watch Your Language	(4-5)
	Readings in Life & Physical Science	(6-7)

BUSINESS/EDUCATION INITIAL MEETING PACKET

I. Introduction
   - A. Business Card
   - B. Fact Sheet

II. Pilot Project
   - A. Three Sites Information
   - B. Chemsico Results
   - C. Missouri Baptist Hospital Statistics
   - D. Support Letters
     1. Chemsico
     2. Missouri Baptist Hospital
   - E. Guide Book

III. Current Sites
   - A. ARPERCEN Results
   - B. Watlow -- Watts-line
   - C. Missouri Baptist -- Pulse
   - D. Doubletree

IV. Program Information
   - A. Assessment Materials
   - B. Student Folders

V. Planning
   - A. Needs Survey
   - B. Employee Orientation Meeting (handout)
   - C. Sample Recruitment and Publicity Items
   - D. Advisory Committee
   - E. Volunteer Tutor Form
   - F. Business/Education Agreement
   - G. Needs Assessment Check List

Needs Assessment
Check List

_____: Date of Contact

Business: _____
name
_____
address
Phone: _____

Contact Person: _____
name/title
Phone: _____

- -

Tell me about your company and your situation...

_____

_____

_____

_____

What employees/departments do you want to service?

_____

_____

_____

What type of academic problems do employees have?

_____

_____

_____

How are these problems affecting job performance?

_____

_____

_____

How many employees are there in your company? _____

How many need our services? _____

What is the company structure? _____

_____

_____

_____

What are your resources for setting-up the program and selling it?

- Boards _____

_____

- Committees _____

_____

- Employee input _____

_____

We will come to speak to the development group and later to employees.

In what way would you like to set-up the program?

Company/employee responsibility _____

_____

Time slot: hours _____ days _____

Starting data: _____

Room availability: _____

Storage for materials/books: _____

Supplies company will provide: _____

_____

_____

Copy machine: _____

What money is available to run literacy program/adult education? _____

_____

BUSINESS/EDUCATION AGREEMENT

TO: DATE:

FROM: Donna Burk, Director
Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative

The Parkway Area Adult Basic Education Program agrees to provide Pre-Technical Workplace Initiative classes for _____.
The maximum number of students enrolled per instructor is 12; additional teachers will be added if necessary, depending on availability. In the partnership agreement the specific responsibilities are as follows:

I. _____will:

- Pay for the instruction at the rate of $13 per instructional hour.
- Provide space conducive for adult learning, storage space, some equipment and supplies, furniture, utilities, access to a copying machine, some clerical assistance, and the use of a phone.
- Recruit students and assist with tutor recruitment.

II. ____Parkway Area Pre-Technical Workplace Initiative_____will:

- Conduct task analysis and design specific curriculum as needed.
- Provide all assessment materials necessary and conduct assessment. If enrollment exceeds 50, a fee maybe charged to help cover additional costs of materials.
- Provide Missouri Certified Adult Education teachers and all instructional material.
- Recruit and train volunteers for literacy-level (below 6th grade) students.

Both parties agree to attend monthly Advisory Committee Meetings which will serve to oversee the overall conduct of the program. The class schedule will be: _____. Classes will begin on _____.
Either party has the right to terminate this agreement with 30-days written notice. This contract shall be re-negotiated at the start of each fiscal year, July 1.

_____ _____

Approved: Donna Burk Date Approved: Date

mc/91

PRE-TECHNICAL WORKPLACE INITIATIVE

Presentation
for
U.S. Army Reserve
Personnel Center Employees

Presenter: Nancy Spradling
Project Coordinator
Pre-Technical Workplace
Initiative - Parkway
Area ABE Program

September 13, 1990

OUTLINE OF PRESENTATION

I. Introduction

II. Pilot Sites

III. Adult Skill Enhancement Program

IV. Reasons for Attendance

V. When and Where

Please fill-out the brief registration sheet and leave on the table by the door.

REGISTRATION FORM

NAME _____

ORGANIZATION_____

OFFICE SYMBOL/TELEPHONE NUMBER_____

WORK HOURS_____

I WOULD BE INTERESTED IN ATTENDING THE PROGRAM (check)_____

QUOTES of Significance for
ABE Instructors in the 1990s

U.S. News & World Report
September, 1989

" More than a gap between the rich and the poor, say the experts, the dividing line for working America in the 1990s will be between those who have learned how to learn and those who have not."

" The message for the next decade is retrain, and retrain."

" Better educated workers who can adapt to new technologies will discover many new jobs awaiting them in the next decade. Poorly-educated workers unwilling or unable to learn new skills will find little that will pay enough to support a family."

Reporter: Associated
Industries of Missouri,
January, 1990

"Historically, the concern for Missouri has always been about people without jobs; however, the biggest worry now is the prospect of jobs without people. And that's no surprise to those who manage and work to create jobs in Missouri's industries."

Personnel Journal
December, 1987

"Often a company uncovers basic knowledge deficiences in its work force when technological advances replace the old ways of doing a job."

"The automation and computer revolutions have eliminated many low-literacy-level industrial and clerical jobs and replaced them with jobs requiring a high order of workplace literacy. There has been and will continue to be an increasing demand for knowledge workers who are skilled in the use of advanced technologies. These employees are fully abreast of their technical fields and possess good reading, listening, memory, computation and comprehension skills.

KEY WORDS AND PHRASES

- LEARNING HOW TO LEARN
- TECHNOLOGY
- JOBS WITHOUT PEOPLE
- BASIC KNOWLEDGE DEFICIENCES
  - READING
  - LISTENING
  - MEMORY
  - COMPUTATION
  - COMPREHENSION
  - (COMMUNICATION)

KEY ISSUES

UPGRADE - NOT GED

JOB PERFORMANCE

JOB RELATED

PROMOTION

GOALS AND OBJECTIVES OF THE

PRE-TECHNICAL WORKPLACE INITIATIVE PROJECT

The Parkway Area Basic Education Program has received a grant to expand its services to include basic education classes in the workplace. The Project, which is entitled "Pre-Technical Workplace Initiative", is funded through a grant from the State Department and will be directed by Donna Burk, Director of the Parkway Area ABE Program.

The 6 month Project will run from January through June and will be divided into two Phases.

Phase I:

1. Survey business/industry and develop survey forms.

2. Select 3 sites - one will require job audit.

3. Recruit and train 3 new ABE teachers from applications received through recruitment procedures.

   Train these teachers with 30 hours of paid training which will include computer-literacy and workplace orientation.

4. Recruit and Train 9 tutors. Tutors will be recruited from the ranks of successful, on-site workers. Training will be in regular tutor-training sessions and on-site under the direction and supervision of the site instructor.

5. Develop procedures and assessment tools to perform job audits.

6. Develop assessment tools to assess attitudes.

7. Set up Advisory Committees om each site that will include management, workers, and educational staff.

Phase II:

Develop a model guide to aid adult education directors in developing their own workplace sites and continue to supervise the sites in operation.

THE THREE SITES

1. **Harvard Industries**
   - diecasting factory - 225 employees
   - GED Site began on March 6
   - excellent support from Personnel Director and Supervisors
   - 16 enrollees - Reading range - 4.1-12.9 (avg. 8.4)
     Math range - 3.4-10.4 (avg. 6.9)
     Language range - 2.2-9.7 (avg. 6.7)
   - tutors recruited - 3 from factory
     1 from outside
   - two Advisory Committee Meetings held
   - five students have been given GED paperwork

2. **Chemsico**
   - chemical plant - 500 employees
   - Task Analysis Site began on April 16
     15 Quality Control Inspectors faced computerization
   - good support from Personnel Director and Supervisors
   - 22 enrolled in two classes (15 mandatory attendance and are paid-the rest voluntary)
     Reading range - 5.1-12.9 (avg. 10.0)
     Math range - 4.6-12.9 (avg. 7.8)
     Language range - 3.0-12.9 (avg. 8.3)
   - tutor recruitment - 1 from outside
   - one Advisory Committee Meeting has been held - very successful
   - most of the QC's are high school graduates. They have been working on basic skills and a user-friendly tutor typing course on 3 IBMs to get prepared for the computer software they will be required to learn. Volunteer students have been working on upgrade and GED

3. **Missouri Baptist Hospital**
   - hospital with 1800 employees
   - GED and Upgrade Skills Site began on May 8
   - Emphasis on job performance and promotion opportunities
   - excellent support from Personnel Director and Education Director
   - 16 enrolled - Reading range - 9.0-12.9 (avg. 11.8)
     Math range - 4.9-12.9 (avg. 8.0)
     Language range - 6.3-12.9 (avg. 9.6)
   - 4 need the GED
   - no tutors needed - average reading level is 11.8
   - Advisory Committee Meeting scheduled for June 26

CHEMSICO RESULTS

1. Classes met for a total of 65 hours; 55, of which, were spent in instruction.

2. Average gain:

   READING - 1.9 GRADE LEVEL

   Range - .4 - 5.5

   MATH - 2.0 GRADE LEVELS

   Range - .6 - 3.6

3. Average Attendance:

   28 hours, 52 minutes

   Range - 2 hours, 15 minutes - 55 hours, 45 minutes

4. **All 15 Quality Control Operators completed the computer course in keyboarding.**

5. **All but one of the Quality Control Workers have been retained, and are successfully working on computer program to accomplish their jobs.**

ADULT SKILL ENHANCEMENT PROGRAM

- ASSESSMENT ---------TABE TESTS; LOCATOR AND ALL FOUR FORMS; DIAGNOSTIC, NOT PASS OR FAIL; FORMAL ASSESSMENT IN READING, MATH AND WRITING

- OPEN ENTRY - OPEN EXIT ----- ENROLL WHEN YOU CAN AND EXIT WHEN YOU HAVE ACHIEVED YOUR GOALS

- TUTOR-AID ---------- WHEN APPROPRIATE, ONE-ON-ONE TUTOR-AID IS PROVIDED

- MATERIALS----------A COMBINATION OF TRADITIONAL AND ON-THE-JOB MATERIALS ARE USED TO TEACH THE BASICS

- INDIVIDUALIZED INSTRUCTION------SELF-DIRECTED AND SELF-PACED;

- PARTICIPANT SETS GOALS ----------LONG-TERM AND SHORT TERM GOALS ARE SET BY EACH PARTICIPANT

- INTERACTIVE LEARNING----------WHERE DOES THE RESPONSIBILITY LIE?

- CRITICAL-THINKING AND PROBLEM-SOLVING ---LEARNING TO LEARN AND MAKE GOOD DECISIONS

- COMMUNICATION SKILLS----------BOTH VERBAL AND WRITTEN

- CONFIDENTIALITY----------NO ONE KNOWS YOUR TEST SCORES EXCEPT YOU, UNLESS YOU TELL

REASONS FOR THE PROGRAM

- INCREASE OPPORTUNITIES FOR PROMOTION
- IMPROVE JOB PERFORMANCE
- IMPROVE SELF-ESTEEM
- INCREASE SELF-KNOWLEDGE
- LEARN TO LEARN
- PREPARE FOR COLLEGE-LEVEL CLASSES
- PREPARE FOR TECHNICAL ADVANCES
- PREPARE FOR CHANGE

WHEN AND WHERE

- 2 HOUR CLASS; POSSIBLY FROM 2 - 4 P.M.

- ONE HOUR WOULD BE RELEASED TIME; ONE HOUR WOULD BE VOLUNTARY; IN ORDER TO QUALIFY FOR REALEASED TIME THE PARTICIPANT WOULD NEED TO ATTEND THE VOLUNTARY HOUR

- INTEREST IN THE CLASSES WILL DETERMINE THE LOGISTICS

- THE MAIN PURPOSE OF OFFERING A PROGRAM SUCH AS THIS ADULT SKILL ENHANCEMENT PROGRAM IS TO HELP EMPLOYEES; YOUR INTEREST AND MOTIVATION PROVIDE THE KEYS TO ITS SUCCESS

- IF YOU ARE INTERESTED IN PARTICIPATING, PLEASE FILL OUT THE ATTACHED REGISTRATION SHEET AND LEAVE ON THE TABLE BY THE DOOR; YOU WILL BE NOTIFIED ABOUT THE SCHEDULE

PARKWAY
ADULT BASIC EDUCATION

ST: JOHN'S MERCY MEDICAL HOSPITAL

meeting with

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

PRE-TECHNICAL WORKPLACE INITIATIVE PROJECT
September 27, 1990

I. Facts About the Program

II. Attendance Options
- Release Time - MBMC
- Partial Release - Army Records Center
- Voluntary - Harvard Industries

III. Important!
- Convenient Time and Place
- Name of the Program

IV. Advisory Board

V. Tutor-Aid

VI. All Hospital Effort

VII. Business-Education Agreement

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

PARKWAY AREA
ADULT BASIC EDUCATION

DOUBLETREE HOTEL "CARE" BOARD

meeting with

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

PRE-TECHNICAL WORKPLACE INITIATIVE PROJECT
October 22, 1990

I. Introduction

II. Pilot Project Information

III. What Type of Program

IV. Planning

V. Partner Responsibilities

PRE-TECHNICAL WORKPLACE INITIATIVE

PRESENTATION

for

ST. LUKE'S HOSPITAL
EMPLOYEE'S MEETINGS

PRESENTERS: Jan Miller and Linda Grosse
Project Coordinators
Pre-technical Workplace Initiative
Parkway Area ABE Program

OUTLINE FOR PRESENTATION

I. Introduction

II. Pilot Sites

III. Basic Skills-Pre-technical Program

IV. Reason for Attendance

V. When and Where

Please fill-out the brief form and leave it with us if you would like to participate in the program.

- -

REGISTRATION FORM

PRINT NAME _____

ADDRESS _____

CITY,STATE _____

ZIP _____

DEPT. NAME _____ EXT. _____

YOUR HOME PHONE _____

SHIFT: DAYS ____ EVENINGS ____ NIGHTS ____ ROTATING ____

Return this form to : Diana Hildwein in Education Department.

PRE-TECHNICAL WORKPLACE INITIATIVE

* * * * * * * * * * * *

PRESENTATION

for

ST. LUKE'S HOSPITAL
SUPERVISORS' MEETINGS

PRESENTERS: Jan Miller and Linda Grosse
Project Coordinators
Pre-technical Workplace Initiative
Parkway Area ABE Program

November 27, 1990

OUTLINE FOR PRESENTATION

I. Introduction

II. Pilot Sites

III. Basic Skills/Pre-technical Program

IV. Reason for Attendance

V. When and Where

Please fill-out the brief form and leave it with us if you would like a presentation for the employees who you supervise.

- - - -

Watts-Line

News of the St. Louis Business Group

January, 1991 Issue

SCHOOL DAYS

Over 60 St. Louis Business Group employees have enrolled to go "back to school". Watlow has enlisted the Pre-Technical Workplace Initiative Program offered through the Parkway School District to come on site and help employees to help themselves. Courses such as math, English, languages, etc. will be offered so employees may work towards their G..E.D., brush up on rusty skills, or learn new skills. After taking an assessment test to see where they may need some training, employees will work at their own pace, attending classes on site at Watlow. The classes are held partially on company time and partially on employees' own time.

After finding out about this program from other area companies who highly recommended it, Watlow invited representatives from Parkway's Adult Education Program to come out and explain their program to interested employees. About 100 employees attended the presentation on December 18 and well over half of them decided to enroll in classes. Courses begin January 28th.

Kathy Fout (FIREROD) has experience with educational programs like this. Her husband, Bobby, had the opportunity to take classes when the company he'd worked at for 15 years announced that they were closing their St. Louis operations. Kathy says Bobby studied math to brush up on his skills and it later paid off. He applied for a job at Procter & Gamble and had to take a three hour test that included a lot of math questions. He did so well that he was one of only two employees from his former company to get hired at Procter & Gamble. Kathy says that when it came to high school math she "learned enough to get through it. But now, I really want to get into it."

Education is always important on any job and sharpening employees' skills will help the World Class Manufacturing system that Watlow is committed to.

BEST COPY AVAILABLE

PRE-TECHNICAL WORKPLACE PROGRAM

PRESENTED
FOR
SUNNEN
EMPLOYEES

FEBRUARY 20, 1991
1:30 P.M.
2:30 P.M.
3:30 P.M.

LOCATION_____

FIND OUT HOW YOU CAN:

. BRUSH UP ON BASIC SKILLS

. PREPARE FOR TECHNICAL ADVANCES AND CHANGE

. WORK ON SPECIFIC JOB RELATED SKILLS

. IMPROVE SELF-CONFIDENCE

PRESENTED BY:
JAN MILLER AND LINDA GROSSE
PRE-TECHNICAL WORKPLACE INITIATIVE
PARKWAY AREA ADULT BASIC EDUCATION

St. Luke's Hospital
Surrey Place Learning Center
Parkway Area Pre-Technical Workplace Initiative

Dear Supervisors:

We want to let you know about your Learning Center and how it can work for you. Suypervisors are very busy and explaining job functions to employees takes a lot of time. The Learning Center teacher is prepared to help employees improve specific job related skills as well as upgrade basic skills. She will need your input in identifying and supplying examples of materials which could be used in the classroom.

At other workplace learning centers job related materials have included:

inter office memos	------>	writing skills
metric calculations	------>	math skills
charting information training manuals benefits booklets	------>	reading and math skills
job and company specific word list	------>	vocabulary and spelling skills

Some specific examples from other hospital sites have included:

- spelling of words used in listing patients valuables upon entry
- calculating percentages of special meals to prepare
- mixing proper proporations in cleaning materials
- calculating dosage information

If your employees could benefit from these services contact Diane Hildwein, St. Luke's Educational Director, at 434-1500 extension 4494. A few minutes spent in this regard could save you valuable time later.

The Learning Center class is located at Surrey Place, 14701 Olive Boulevard, and is open on Monday and Wednesday from 3:00 p.m. until 6:00 p.m. There is no charge to the employee for this service.

Also included is a handout for employees with general reasons for attending class.

Thank you

Jan Miller
Project Coordinator

Linda Grosse
Project Coordinator

Diane Hildwein
St. Luke's
Educational Director

mc

ST. LUKE'S HOSPITAL...SURREY PLACE LEARNING CENTER

PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE

Dear Employee:

We want to let you know about your Learning Center and how it can work for you.

Reasons for attending...

> brush-up on basic skills
> get a G.E.D.
> become a better reader
> improve self-confidence and self-esteem
> prepare for job improvement
> prepare for college level classes
> work on specific job related skills

If you are interested...

< just come to class
< or ask you supervisor for information
< or call Diane Hildwein
Educational Director at St. Luke's
434-1500 extension 4494 (for information)

The Learning Center class is located at Surrey Place, 14701 Olive Boulevard, and is open..... Monday and Wednesday
3:00 p.m. until 6:00 p.m.

Come take advantage of these services with no cost to you as an employee.

All student records are confidential.

Jan Miller
Project Coordinator

Linda Grosse
Project Coordinator

Diane Hildwein
St. Luke's
Educational Director

mc

U.S. News & World Report
September, 1989

"More than a gap between the rich and the poor, say the experts, the dividing line for working America in the 1990s will be between those who have learned how to learn and those who have not."

"The message for the next decade is retrain, and retrain."

"Better educated workers who can adapt to new technologies will discover many new jobs awaiting them in the next decade. Poorly-educated workers unwilling or unable to learn new skills will find little that will pay enough to support a family."

PRE-TECHNICAL INITIATIVE WORKPLACE PROGRAM FOR WATLOW EMPLOYEES

What will be available?

Chance to brush-up on basics:
- Math computation
- Communication skills
- Reading comprehension
- Listening skills
- Critical-thinking
- Problem solving

Chance to earn a GED

Why take classes?

Benefits to employees:
- Learn how to learn again
- Prepare for change
- Increase self-knowledge
- Improve self-esteem
- Prepare for technical advances
- Prepare for college level classes
- Improve job performance
- Increase opportunities for promotions

How will the program operate?

- Be on the job site - no extra travel
- Shared time - one hour employer time
  - one hour employee time
- Meet two time a week
- Assessment of skill levels
- Individualized instruction
- Self-directed and self-paced
- All scores and materials are confidential

DEPARTMENT OF THE ARMY
U S ARMY RESERVE PERSONNEL CENTER
9700 PAGE BOULEVARD
ST. LOUIS, MO 63132-5200

REPLY TO
ATTENTION OF

04 SEP 1990

DARP-ZHR-CD (690-400)

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Career Guidance Seminar on Adult Basic Education

1. The Civilian Personnel Office is sponsoring a Career Guidance Seminar on the Adult Skill Enhancement Program. It is the second phase of ARPERCEN's Training and Development Program designed to enhance the quality of our employees by developing their potential. The Adult Skill Enhancement Program emphasizes developmental education in reading and writing skills, mastery of mathematics, spelling, oral expression, language mechanics, etc. It prepares employees to pass the General Education Development (GED) Test and further prepares them for college. Ms. Nancy N. Spradling, Special Coordinator for Parkway School District, is the guest speaker.

2. The seminar will be held in the Prevedel Building, Multipurpose Hall, 13 September 1990. Two sessions are scheduled, 0900 and 1300 hours. Supervisors are encouraged to coordinate attendance so that all employees interested in attending are given an opportunity to attend one session. Employees are requested to be seated before the beginning of the program, since we expect each session to last approximately an hour. Duty time is authorized for this program and attendance is voluntary.

3. This program is free of cost to the employee, and both military and civilian are encouraged to participate. Come and find out more about this fundamentals of education program and how one can begin to fulfill their potential.

DAVID B. BROOKS
Civilian Personnel Officer

DISTRIBUTION:
A

REPRODUCED AT GOVERNMENT EXPENSE

DEPARTMENT OF THE ARMY
U.S. ARMY RESERVE PERSONNEL CENTER
9700 PAGE BOULEVARD
ST. LOUIS, MO 63132-5200

Army Records Cobter.

REPLY TO
ATTENTION OF

DARP-ZHR-CD (690-400)

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Career Guidance Seminar on Adult Basic Education

1. We have scheduled an Adult Skill Enhancement Program Seminar on 13 September 1990 at 0900 and 1300 hours in the Prevedel Building, Multipurpose Hall. The purpose is to explain the Adult Skill Enhancement Program and how it relates to our employees; what it is, how it works, who can participate, when to enroll and the benefits of participating in this program. The speaker is Ms. Nancy Spradling, Special Coordinator for Parkway School District.

2. The program deals with all facets of education, elementary through high school. It embraces the fundamentals; reading, writing, spelling, speaking, mathematics, etc., and it prepares the student for present and future personal and professional development. Since much of the materials can be refresher, it assures greater productivity in the work force.

3. I want to personally invite you to attend one of the sessions, because I believe the speaker will convince you to get involved now to develop your personal and professional potential. As you know, knowledge is the key to success and what better way to knowledge than though education. You can work at your own pace, with or without the assistance of a tutor, and more importantly, you work privately. Moreover, the program offers a great opportunity to do the things you have always wanted to do, to get the best of all things -- to learn.

DAVID B. BROOKS
Civilian Personnel Officer

DISTRIBUTION:
N,P

the pulse

September/October

a news publication for employees of Missouri Baptist Healthcare System

Recruitment effort on Pg. 15

Hospice care coming soon to Missouri Baptist

The hospice philosophy of care is coming to Missouri Baptist Medical Center. Plans are underway to begin providing services to patients and families in early 1991.

Hospice is a specialized program offering medical, emotional, social and spiritual care to terminally ill patients and their families. The goal of hospice care is to improve the quality of life for patients through supportive care designed to alleviate and control pain and other symptoms. Through the efforts of a medically directed interdisciplinary team, patients and families are given the support and guidance needed to cope with the strains created by serious illness, separation, and death.

Supportive care for family members is extended throughout the first year of bereavement through a formal program of follow-up which includes phone calls, home visits, and the opportunity to attend support group meetings.

Missouri Baptist Hospice will be primarily a home-care program, utilizing a specially trained staff of healthcare professionals. Hospice inpatient care will be available for brief periods of time to control pain or other acute symptoms, to provide respite care, or in the event of a family crisis.

Volunteer services will be an integral part of the Hospice program. Volunteers help to preserve the tie between patient, family and community by reaching out to the dying person and family, and by acting as a concerned neighbor and friend to those in need. A specialized

Please turn to page 14.

Lorie White of Educationnl Services, right, gives a tour of the renovated Psych Units at Psychiatric Services' recent open house. See story on page 3.

Inside

Physicians open office in Wentzville.....page 4

Preparing for fall sports is important.....page 6

Facial Plastic Surgery Center opens at MBMC.....page 9

Some practical suggestions for managing stress.....page 10

Medical Center expansion project right on schedule.....page 12

Self-test helps determine your basic skills.....page 15

Volunteer's handiwork brightens days.....page 19

Dr. Murphy joins MBMC Heart Team.....page 21

Self-test helps to determine employees' basic skills

Missouri Baptist Healthcare System is committed to helping employees increase their educational levels. An opportunity awaits you in the "Building Practical Skills: A Workplace Program."

This class, which is held on Tuesday and Thursday from 1 to 3:30 p.m. in Room 114 at the School of Nursing, will individually prescribe a program to fit your needs. If you are interested, the first step is to discuss your desire to attend with your supervisor. Next, bring this self-test to class and discuss the results with Jan Miller, the instructor, for further evaluation and to determine how the program can best help you improve your skills.

Be prepared for advancement opportunities, commit yourself to becoming better educated!

For more information on the Basic Skills program call Education at 569-5266.

Choose the word that means the opposite of the word in CAPITAL letters.

1. HARD	2. DRY	3. FULL	4. COMMON
a. soft	a. hot	a. tall	a. vacant
b. cruel	b. hate	b. empty	b. hope
c. enemy	c. wet	c. total	c. rare
d. separate	d. lost	d. foolish	d. timid
5. SOLID	**6. INTERNAL**	**7. HEALTH**	**8. ANTIQUE**
a. square	a. overt	a. borrow	a. obsolete
b. hard	b. intricate	b. sickness	b. ancient
c. liquid	c. external	c. nature	c. acrobat
d. damp	d. simple	d. nurture	d. new

Answers: 1.a 2.c 3.b 4.c 5.c 6.c 7.b 8.a

Choose the word that means the same as the word in CAPITAL letters.

1. UNDER	2. SHY	3. SECURE	4. SLEEP
a. about	a. timid	a. fortunate	a. play
b. around	b. dainty	b. restful	b. slumber
c. before	c. silly	c. stream	c. ponder
d. beneath	d. short	.d. safe	d. snore
5. HUMOROUS	**6. PENSIVE**	**7. SIMPLE**	**8. IMMATERIAL**
a. livid	a. compassion	a. intricate	a. irrelevant
b. scary	b. attentive	b. sensible	b. irresponsible
c. funny	c. thoughtful	c. industrious	c. supplemental
d. sickening	d. timorous	d. easy	d. impartial

Answers: 1.a 2.a 3.b 4.b 5.c 6.c 7.a 8.a

Choose the correct answer for these math problems.

1. $\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$ a) 9 b) 1 c) 10 d) 8

2. $\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$ a) 0 b) 1 c) 2 d) 3

3. $\begin{array}{r} 12 \\ \times\ 3 \\ \hline \end{array}$ a) 9 b) 15 c) 36 d) 38

4. $\$13.02 + \$2.09 + \$1.81 =$ a) $16.91 b) $16.19 c) $17.92 d) $16.92

5. $\begin{array}{r} 191 \\ \times\ 22 \\ \hline \end{array}$ a) 169 b) 213 c) 4,202 d) 19,222

6. $7.3 \div 10 =$ a) .73 b) 7.3 c) 73. d) 730.

7. (¼ of 40) + (¼ of 12) = a) 11 b) 13 c) 26 d) 52½

8. $400\overline{)8000}$ a) 20 b) 32 c) 200 d) 320

9. $\begin{array}{r} .19 \\ \times\ .17 \\ \hline \end{array}$ a) 0.323 b) .0323 c) 3.230 d) .0326

Answers: 1.a 2.d 3.c 4.d 5.c 6.a 7.b 8.a 9.b

St. John's.

TO:

FROM: Jackie Stutesman
Department of Education

DATE: September 18, 1990

The possibility of offering Adult Basic Skills Classes for the Medical Center employees has been of interest to many for some time. Parkway Area Adult Basic Education offers a workplace program which we are interested in bringing to St. John's. The general program offers individualized instruction to upgrade all areas of basic skills often to prepare employees to pass the GED, as well as to perform required job functions. Materials are taken from a combination of general adult basic education materials as well as job specific materials.

Some of the many benefits to us of offering such a program include:

1. better educated employees
2. better employee/employer relations
3. a higher level of job performance
4. improved employee attitude
5. improve employee ability and knowledge of how to learn

Other important benefits include increased self-esteem, morale, and workplace loyalty.

In the 1990's we will be facing shortages of low-level workers. At the same time that basic skill levels are declining, entry level hospital jobs have become more demanding and complex. A key challenge to the Health Care Industry in the 90's is to retain and develop our entry level workers.

The Department of Education would like to coordinate basic skills classes as part of our career development program. I have invited Nancy Spradling, project coordinator for Parkway Adult Education, to speak with interested persons regarding implementing the program here. Your input and support is greatly needed to ensure the success of this important program.

This informational meeting will be held Thursday, September 27th from 10:30-11:30 a.m. in classroom 78.

I hope to see you there.

JS:jt

PARKWAY AREA ADULT BASIC EDUCATION

PRE-TECHNICAL WORKPLACE INITIATIVE PROGRAM

Equipment/Supplies Workplace site will provide for each classroom:

pencils
pencil sharpener
stapler - staples
Scotch tape
paper clips
scratch paper (8 1/2x11)
note paper
chalkboard/white board
chalk/eraser/marker dry
scissors
portable hanging file box (for student folders)

book shelves }
cabinet }
cart for books/materials }

whatever storage is used
also needs to be locked

copy machine. . .available

PRE-TECHNICAL WORKPLACE INITIATIVE PROGRAM

NEW SITES TOPICS FOR TEACHERS' FILE BOX

Standard Topics

Sign-in sheets
Attendance Forms
monthly reports/
student progress forms
Extra Forms
Site Information
Book Inventory
Homework - copies - sign-up sheet
Evaluations - Participants
Letter tutor
Letter - welcome
Writing Sample Sheet
IEP Forms
Registration Forms
Prescription Sheets
Profile Sheets
Testing - TABE keys, manual,
conversion charts
GED information
Test Slossen
Pay Sheets
Registration - white sheets
Test Konrad Math 1
Test Konrad Math 2
Advisory Materials
Coordinators: Linda/Jan
Teachers
Tutor Forms - Volunteer Activity Reports
Testing - Locator/key
Company's Contact Person

Special Topics at Certain Sites

Jamestown Reading
Single Skills
Interpreting Test

Jamestown Reading
Single Skills
Placement Test

Jamestown Reading
Single Skills
Answer Sheets

Jamestown Reading
Single Skills
Answer Key

Jamestown Reading
Single Skills
Diagnostic & Placement Test

PRE-TECHNICAL WORKPLACE INITIATIVE PROGRAM

Materials needed at a new site:

Overhead projector
Transparencies of testing materials

Locator test
Locator answer sheets
Test booklets TABE Form 5
Answer sheets TABE
Profile sheets

File Folders:
Registration
Welcome Letter
Writing Sample
IEP
Prescription

Pencils
Scratch paper

File box of materials

GET SET PROGRAM
.....SKILLS ENHANCEMENT TRAINING.....
WELCOME LETTER

Dear Participant:

Welcome to the Pre-Technical Workplace Skills Program. We are pleased to have you participating in the program. We hope this letter will answer some of the questions you may have about your Workplace Program. We will be happy to further explain any of the following information:

1. The first thing you need to do each session is to sign-in and mark your arrival time.
2. Then you will get your folder from the file, and books or material from the shelves as needed.
3. At the beginning of the program you will be given a short Locator Evaluation to determine which level of assessment meets your needs. Then you will be given a series of longer evaluations in different subject areas: reading vocabularly and comprehension; math computation, concepts and problems; and language mechanics, expression and spelling. These will help us determine your strengths and areas in which you need help. There is no pass or fail on these assessments. They are only tools to help determine your performance level so we can better help you.
4. Books will be provided for the classroom use. Please bring in a folder to use for this purpose. You will need to furnish your own scratch paper and pencil. You may wish to get a spiral notebook in which to write your work.
5. Your program of study will be facilitated on an individual basis. This means that you will start at your own level, work at your own rate of speed, and monitor your own work. At times you may join a small group or be asked to help another student. There also will be tutors available as needed. Some of the material that will be used to help you learn may be job related; material that you are actually reading, writing and computing on the job.
6. At the end of the 2-hour session you need to return your folder to the file, place books and materials back on the shelves, and remember to sign-out the time that you leave.
7. Class will close when the Parkway School District is closed because of bad weather.

We need your help in deciding what is best for you, so be sure to state your needs, make comments, and discuss your progress. Be sure to ask any questions you have. We want this to be a rewarding and enjoyable experience for you.

We are looking forward to working with you.

GOOD LUCK...

Parkwav Area Adult Education Staff and Doubletree Personnel Management Staff

PRE-TECHNICAL WORKPLACE SKILLS PROGRAM

WELCOME LETTER

Dear Participant:

Welcome to the Pre-Technical Workplace Skills Program. We are pleased to have you participating in the program. We hope this letter will answer some of the questions you may have about your Workplace Program. We will be happy to further explain any of the following information:

1. The first thing you need to do each session is to sign-in and mark your arrival time.
2. Then you will get your folder from the file, and books or material from the shelves as needed.
3. At the beginning of the program you will be given a short Locator Evaluation to determine which level of assessment meets your needs. Then you will be given a series of longer evaluations in different subject areas: reading vocabularly and comprehension; math computation, concepts and problems; and language mechanics, expression and spelling. These will help us determine your strengths and areas in which you need help. There is no pass or fail on these assessments. They are only tools to help determine your performance level so we can better help you.
4. Books will be provided for the classroom use. Please bring in a folder to use for this purpose. You will need to furnish your own scratch paper and pencil. You may wish to get a spiral notebook in which to write your work.
5. Your program of study will be facilitated on an individual basis. This means that you will start at your own level, work at your own rate of speed, and monitor your own work. At times you may join a small group or be asked to help another student. There also will be tutors available as needed. Some of the material that will be used to help you learn may be job related; material that you are actually reading, writing and computing on the job.
6. At the end of the 2-hour session (1 hour work-released and 1 hour voluntary) you need to return your folder to the file, place books and materials back on the shelves, and remember to sign-out the time that you leave.
7. Class will close when the Parkway School District is closed because of bad weather.

We need your help in deciding what is best for you, so be sure to state your needs, make comments, and discuss your progress. Be sure to ask any questions you have. We want this to be a rewarding and enjoyable experience for you.

We are looking forward to working with you.

GOOD LUCK...

Parkway Area Adult Education Staff and Watlow Personnel Management Staff

ST. LUKE'S LEARNING CENTER

WELCOME LETTER

Dear Participant:

Welcome to St. Luke's Learning Center. We are pleased to have you participating in the program. We hope this letter will answer some of the questions you may have about your Workplace Program. We will be happy to further explain any of the following information:

1. The first thing you need to do each session is to sign-in and mark your arrival time.
2. Then you will get your folder from the file, and books or materials from the shelves as needed.
3. At the beginning of the program you will be given a short Locator Evaluation to determine which level of assessment meets your needs. Then you will be given a series of longer evaluations in different subject areas: reading vocabularly and comprehension; math computation, concepts and problems; and language mechanics, expression and spelling. These will help us determine your strengths and areas in which you need help. There is no pass or fail on these assessments. They are only tools to help determine your performance level so we can better help you.
4. Books will be provided for the classroom use. Pages (a limited number) may be copied for homework. You will need to furnish your own scratch paper and pencil. You may wish to get a spiral notebook in which to write your work.
5. Your program of study will be facilitated on an individual basis. This means that you will start at your own level, work at your own rate of speed, and monitor your own work. At times you may join a small group or be asked to help another student. There also will be tutors available as needed. Some of the material that will be used to help you learn may be job related; material that you are actually reading, writing and computing on the job.
6. At the end of your time in the Learning Center, you need to return your folder to the file, place books and materials back on the shelves, and remember to sign-out the time that you leave.

We need your help in deciding what is best for you, so be sure to state your needs, make comments, and discuss your progress. Be sure to ask any questions you have. We want this to be a rewarding and enjoyable experience for you.

We are looking forward to working with you.

Good Luck. . .

Parkway Area Adult Basic Education Staff and
the Education Department for St. Lukes's Hospital and Surrey Place

SUNNEN'S PRE-TECHNICAL SKILLS CLASS

WELCOME LETTER

Dear Participant:

Welcome to Sunnen's Pre-Technical Skills class. We are pleased to have you participating in the program. We hope this letter will answer some of the questions you may have about your Workplace Program. We are available to further explain any of the following information:

1. The first thing you need to do each session is to sign-in and mark arrival time.
2. Then you will get your folder from the file, and books or materials from the shelves as needed.
3. At the beginning of the program you will be given a math assessment based on your earlier locator assessment. This will help us determine your math strengths and areas in which you need help. There is no pass or fail on this assessment. This is only a tool to help determine your performance level so we can better help you.
4. Books will be provided for the classroom use. Pages (a limited number) may be copied for homework. You will need to furnish your own scratch paper and pencil. You may wish to get a spiral notebook in which to write your work.
5. Your program of study will be facilitated on an individual basis. This means that you will start at your own level, work at your own rate of speed, and monitor your own work. At times you may join a small group or be asked to help another student. Some of the material that will be used to help you learn may be job related; material that you are actually using on the job.
6. At the end of your time in the Pre-Technical Skills Class, you need to return your folder to the file, place books and materials back on the shelves, and remember to sign-out the time that you leave.

We need your help in deciding what is best for you, so be sure to state your needs, make comments and discuss your progress. Be sure to ask any questions you have. We want this to be a rewarding and enjoyable experience for you.

We are looking forward to working with you.

Good Luck . . .

Parkway Area Adult Basic Education Staff and Sunnen Products Company
mc

SUNNEN LOCATOR

1. Welcome and introduce self and teachers
   Cartoon for overhead - relaxer

2. Purpose of locator assessment to find where you need to begin in longer assessment - show other assessments TABE booklets

3. Method use - Usually give all assessments at once but since Sunnen wants to offer the assessment to so many employees we are only starting with locator. Then we can assess the need and order quanity of TABE booklets needed first for the Math assessment

4. Selection for first classes will be based upon the need for basic math especially to develop strong foundation before going into metric system of measurement. Later as those needs are met the class will expand into other areas such as writing skills, vocabulary development, increased reading skills.

5. Important not to guess as your work on answering questions. If you guess and end-up with the correct answer but don't understand the point then we won't know the areas where you need to work. You'll keep the same holes and not get to take advantage of this educational and personal growth opportunity Sunnen is making possible for you.

6. As you do the math part of the assessment show your work on the paper provided. Please be sure to number the problems as you work them out on paper. Also, then select and mark the correct answer on answer sheet. Do not write on booklet. Attach your work sheet with a stapler as you turn in your answer sheet.

TO: All Employees

DATE: February 25, 1991
(Post thru 3/1/91)

FROM: Employee Relations

SUBJECT: PARKWAY AREA ADULT INITIATIVE PROGRAM

Why has Sunnen decided to participate in the Parkway Pre-Technical Workplace Initiative?

There are several reasons. To start, several months ago we conducted two pilot metric classes, assuming that all participants had basic math skills necessary to perform effectively in metrics. After completion of the metric course, we found some participants would have done better if they had a broader understanding in specific math areas.

Rather than make any more assumptions we decided to invest in a program that would help individuals improve their skills. If your math skills need some polishing, it's probably because you haven't had to use math for awhile. Parkway has an excellent program which makes people feel comfortable because their instructors are specifically certified in adult education. Parkway has conducted programs in language and math for other companies in the area who are going through a technical transition like Sunnen.

As some of you already know, Sunnen has started dispersing metric blueprints in a few departments. Also, as we learned in World Class Manufacturing, Statistical Process Control (SPC) is an important part of the total quality management aspect of WCM. With both these in mind, we know we must be able to perform well in specific math areas to flow into metrics, SPC, and even for future technical training.

The 40-minute Locator Test you will be taking Wednesday, February 27 or Thursday, February 28, will help Parkway locate you into their technical training. (Your supervisor will tell you the date and time you are to attend.) The locator test will measure how well you know the meaning of words and how well you can solve math problems. Obviously, at this time Sunnen's immediate need is in mathematics. Some people will be located into the program, and some will not. If you are, however, attendance is required.

Metrics and SPC training are scheduled to start later this year, so this is a perfect time for Sunnen to participate in this type of workplace initiative. Also, Parkway's charges to conduct this program are very reasonable, partly because of financial assistance from the State of Missouri.

Parkway conducts the locator test, does assessment testing, supplies the book material, contracts teachers and conducts individual interviews. In other words, Parkway does the work including keeping all records and individual files, and does so in strict confidence. Sunnen's involvement is to allow employees to attend when scheduled, supply meeting facilities, and provide assistance when needed.

Maybe one person put it best when he said, he could understand why Sunnen needed to do something. He said he hasn't used some kinds of math for years and he knows he could brush up his skills. That's what this program will help you do -- brush up your skills.

PARKWAY AREA ADULT BASIC EDUCATION

Pre-Technical Workplace Initiative

12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

We wish to thank everyone for taking the locator test. The results on both the vocabulary and mathematics tests were basically what was anticipated for a company with the work diversification and size of Sunnen.

The next step is to start the formal classroom training which will begin on Monday, April 15, 1991 in conference rooms B and C (adjacent to the cafeteria). Sunnen has decided, at this time, to concentrate only on mathematics because of the urgency to begin metrics classes now, and then statistical process control classes. Each class will be held:

Mondays	10:00 - 12:00 noon	24 students
	1:00 - 3:00 p.m.	24 students
	3:30 - 5:30 p.m.	12 students
Wednesdays	10:00 - 12:00 noon	24 students
	1:00 - 3:00 p.m.	24 students
	3:30 - 5:30 p.m.	12 students

(There will be time for a break).
You will be notified as to which time you should attend. One teacher will be available for each 12 students.

There are several thing to keep in mind about the locator...

- The locator was NOT an intelligence test
- People placed into the program were located because some area of mathematics needs attention
- Selection of the first 60 participants was random -- others will have their chance to attend class
- Some people will move through the program quicker than others
- There is no specific starting level for any group
- Participants are mixed together because this is a self-learn, individually-paced program with teacher assistance

Employees from other companies who have attended the program liked the way it was handled and its confidentiality. Obviously, however, when we request your presence for classes, others will be aware, although they will not know what area of mathematics you will be working on. We are sure everyone will offer assistance and courtesy to those attending. Individual needs and performance are that individual's business - no one else's.

Sunnen has given us the appropriate numbers of people that can be selected from each department. We were told production has increased in the last couple of months and everyone is needed on the production floor. However, metrics training is also needed and SPC is just ahead, so the decision was made to proceed with this program.

We appreciated your participation. The teachers in the Parkway Area Adult Education are looking forward to working with you. We feel Sunnen is a fine example of an organization interested in the continuing needs of its employees.

Jan Miller
Project Coordinator

Linda Grosse
Project Coordinator

mc

WORKPLACE INITIATIVE ASSESSMENT/BEGINNING CLASS INSTRUCTIONS

for Teachers

STUDENT FOLDER CONTENTS:

copies...

1) Welcome letter

2) Answer sheet locator

3) Writing Sample

4) IEP (Individual Educational Plan)

5) Prescription Sheets

WELCOME TO YOUR (USE NAME OF PARTICULAR PROGRAM)...

[DAY ONE]

INTRODUCTION

1) LEAD TEACHER, INTRODUCES HERSELF . . . COMMENTS

2) TEACHERS - INTRODUCE THEMSELVES - SHARE A LITTLE BACKGROUND INFORMATION

3) PARTICIPANTS INTRODUCE YOURSELF BY NAME, GIVE YOUR DEPARTMENT OR WORK AREA. ALSO MAY ADD, IF YOU LIKE, IN ONE SENTENCE WHY YOU ARE HERE? OR WHAT YOU HOPE TO GAIN...YOUR GOAL. MAY PASS IF YOU DO NOT WISH TO INTRODUCE YOURSELF.

Mechanics

Sign-in sheet

Raise your hand if you didn't sign-in
Importance - funding for program
Best here on time ... are late sign-in ...nearest quarter hour

File Folder

Raise your hand if you didn't get one
Importance - place to keep your records (print last name, first name)

Welcome letter

Go over points

1. Sign-in sheet
2. Folder "get out file" and later know book and you can get those, too
3. Evaluations - locator - short
   Longer assessment - reading, math and language
   Patience takes time but extremely helpful in placing you in correct material - saves time - long run
4. Books - in room
   copies - limited
   own pencils, folder, notebook
5. Program individual basis
   no competition (work at own rate and level)
   small groups
   maybe ask to help another student (reinforce for you too)
   tutors as needed
   bring in job related material
   examples) MBMC valuable list
) MBMC doseage calculations-nursing students
   when what you learn is tied to your work there is better comprehension
6. End of 2-hours - return books, folders, pencils and be sure to sign-out (end of class)

Rules (go over specific rules for site)

a.... try begin on time
b.... smoking - outside of building
c.... food/drink in the room
d.... break
e.... be considerate of fellow learners - quiet

Writing Sample Sheet

Purpose is for you to explain your goals and objectives
Use writing sample for evaluation and assessment
Work on this paper if you have time left-over during assessments

Individual Educational Plan

Just fill-in first part information...please PRINT name, present job title, organization, office symbol/phone number, work hours...facilitators will fill out the rest later during individual conference time

Registration Form

Date Entered:

Class Location:

Teacher:

Name: PRINT...last, first, middle

Telephone: home

Address: home Zip code:

Social Security #:

Age: Sex: Birthdate: Ethnic Origin:

School District where you now live

School highest - add number as needed and circle it

Last year school - been a while - guess

Name of school

How did you learn about the program?

What do you plan to accomplish from this class?

yes/no questions

Stop at the first line separator ##################################

< Have person hand out Locator booklets and scratch paper for the Math part >

LOCATOR

Help us to get correct assessment materials for you. Relieve anxiety. Can't pass or fail. Won't be given A, B, C grade.

Begin with short locator
25 vocabulary
25 Math
[Do not guess for we want to know where help is needed]

Answer Sheet

PRINT last name, first
test day date

Locator examples

Open book: page 3
Sample A: mark answer on [ ] on answer sheet
Open book: page 7
Sample B: mark answer on [ ] on answer sheet
Open book: page 4 -- and continue to work on vocabulary and then
{have timekeeper} math -- for both of these assessments you have __ 37__ minutes -- the stop-time will be written on the board

If you finish before time is up -- work on your writing sample.

Be sure to read dark print directions.

Reassure -- Expect to miss some. There will probably be material you haven't had or have forgotten.
OK begin locator assessment - please raise your hand if you have any questions during the assessment and a facilitator will come to you.

Locator Grading

{Have Facilitator circulate with answer keys and book assessment letters}

Read question numbers and answers vocabulary

Write number correct in vocabulary on blank

Read question number and answers math

Write number correct in math on blank

Add your correct number in vocabulary and math and write that number at the bottom of the page

<Facilitator collects Locator Booklets>

Be sure Facilitator gives you letter by number in vocabulary.

Be sure Facilitator gives you letter by number in math.

Be sure Facilitator give you letter by vocabulary and math total.

These letters will determine the assessment booklets you will use for reading, math and language.

Make sure you get an answer sheet for the reading assessment. Make sure the letter next to your locator vocabulary score matches the letter on the answer sheet.

Be sure Facilitator gives you score sheet for Reading Assessment.

May have time to do either vocabulary or comprehension tests at this point.

Put all materials in your folders.

Make sure your name is on folder tab.

Return pencil if you borrowed one.

File your folder.

Sign-out.

[DAY TWO]
Make a connection with students...

Suggestions:

Thank students for great cooperation on day one.

Talk about common reasons for being here:
- assessment/improvement
- refresher (out school while)
- ready college
- upgrade basic skills:
  math, writing, comp.

joke, personal comments

< give out test booklets >

Explanation TABE Forms

4 booklets to best fit where you scored on Locator.

Get best assessment to fit your individual needs.

Be sure your answer sheet in folder matches color of assessment booklet.

Also check letter on your locator by vocabulary and make sure it is same as booklet you were given. A=A, D=D, M=M, E=E

Look at front of booklet - make sure Form 5.

Reading Evaluation

Score Sheet - carbon - so make mistake "x" out and mark another one...don't erase for it will all smear.

Fill out top
- Name
- Teacher (on board)
- Date
- Darken bubble for Form 5
- M, F

Only do vocabulary section. Turn to page 1 and do:
- Sample A
- Sample B
- Sample C

Turn to page 2. Be sure to read each set of directions as you come to dark print for they change each time -- not like locator where directions were all the same.

[Have teacher write stop time on board and keep track]

You have 17 minutes for this assessment.
Your S T O P time will be on the board.

If you finish early continue on your writing assignment -- if it is finished raise your hand and facilitator, as she has time, will go over your goals with you.

[Person give out Profiles]

Pass out Profiles

Be sure your profile letter matches the letter on your assessment book and score sheet.

Reading Comprehension

Look at page 6 in Book A, D, E or page 5 in Book M, Sample A and mark answer on score sheet.

Be sure to read directions throughout assessment. __37__ minutes STOP time on board. Turn to page 7 in Book A, D, E or page 6 in Book M and you may begin. If finish early - writing sample/discuss goal facilitator.

Scoring...

Tear off side tabs.

Be sure to keep Form 5 side as open up score sheet - give carbon and Form 6 to a Facilitator. This is very important. Double check that you are keeping Form 5.

Just look at Vocabulary part

Whenever your mark is not in the white circle - make a check in white circle. Count up your checks -- or incorrect answers. Also, circle the number of each question that was incorrect.

Subtract from total vocabulary question --

Put total correct at top score sheet in the appropriate blank

No. correct vocabulary

Do same thing Comprehension Section --

Check white circles not marked as wrong. Subtract wrong from total. Mark total right on top of score sheet comprehension.

Profiles

Be sure you have same letters on Profile as is on your assessment booklet.
[queston...raise hand]

Notice answer was not correct in vocabulary - see number question------> backwards - number you have circled

Go to section on vocabulary only column - Form 5 (white)

Circle #'s wrong only in vocabulary

Then move to Comprehension section. Again notice answers were not correct in Comprehension -- circle # items in white section under Form 5

Collect TABE booklet ...pass out math answer sheet

After all mistakes of numbers are circled -- look last column N; P; M; see no. items in section - put no. you have correct
- Circle no. correct
- N - not mastered
- P - partially mastered
- M - mastered (don't have to work on this)

Math Answer Sheet -- Make sure the letter next to your Math Locator score matches the letter on this answer sheet

Put all items in folder

File -- return pencils -- sign-out

Math Assessment Form 5

Test 3 Computation 43 minutes

A	pg. 17	Sample	begin	pg. 17
D	pg. 17	Sample	begin	pg. 17
M	pg. 17	Sample	begin	pg. 17
E	pg. 20	Sample	begin	pg. 21

Test 4 Concept/Applications 37 minutes

A	pg. 22	Sample	begin	22
D	pg. 23	Sample	begin	23
M	pg. 23	Sample	begin	23
E	pg. 26	Sample	begin	26

Language Assessment Form 5

Test 5 Mechanics

A	pg. 28	samples	pg. 29	begin
D	pg. 29	samples	pg. 30	begin
M	pg. 29	samples	pg. 30	begin
E	pg. 35	samples	pg. 36	begin

Test 6 Expression

		only 2		
A	pg. 34	samples	pg. 35	begin
D	pg. 35	samples	pg. 36	begin
M	pg. 35	samples	pg. 36	begin
E	pg. 41	samples	pg. 42	begin

Test 7 Spelling

A	pg. 43	sample	pg. 43	begin
D	pg. 46	sample	pg. 46	begin
M	pg. 44	sample	pg. 44	begin
E	pg. 50	sample	pg. 50	begin

VOLUNTEER TUTORS NEEDED...

January 15, 1991

Dear Watlow Employee:

We have started Pre-Technical Workplace Skills Program classes at Watlow and are in need of volunteer tutors in the areas of reading, math and communication skills. After asking for suggestions from the student-body and staff members, we received your name as a desirable candidate. We hope you will consider tutoring fellow workers and will be available for at least one two-hour session a week. To sign-up for a short training session and receive details about release time, please contact Carolyn Hockert. Classes meet Monday through Thursday from 2:15 p.m. until 4:15 p.m.

Since students progress much faster with more instructional assistance, your help would be appreciated by the students and teachers in the Pre-Technical Workplace Skills Program. We can assure you of a very rewarding experience.

Carolyn Hockert

Jan Miller
Linda Grosse
Program Coordinators

mc

HUB
ARMY RESERVE
PERSONNEL CENTER

Tutor program gets off the ground

The Training and Development Branch of CPO has recruited 10 volunteer tutors (instructors) to augment the ARPERCEN Adult Basic Education program.

Each of the 10 volunteers is an ARPERCEN employee who has agreed to share their knowledge with their fellow employees who are enrolled in the education program at ARPERCEN. Classes for the Adult Basic Education program take place at night in the training rooms of the Prevedel Building.

Managers permit one hour of government time and the volunteer tutors donate one hour of their own time to teach their fellow workers such topics as reading, mathematics and effective sentence structure.

Four to six tutors will be used on a regular basis and the others will be used as substitutes or as they are needed. The key to success of this basic learning program is to provide individualized instruction to those students in the greatest need. The tutor program does just that.

"It took considerable time and energy to develop the tutor program, sell it to managers and contact qualified tutors, but we believe all that effort will pay great dividends to both the employee and ARPERCEN," said Diane Bryant, Chief of the Training Branch in CPO.

PARKWAY AREA
ADULT BASIC EDUCATION

Serving the school districts of Parkway, Pattonville, Clayton, Ladue, Brentwood and Maplewood-Richmond Heights

1990 -1991 Report of Volunteer Action in the Parkway Area Workplace Initiative Program

Feb 90 to Feb 91 Report of Volunteer Action

Number of Workplace Sites	-	2
Clocked contact hours	-	147
Number of literacy tutors	-	12
Number of general tutors	-	3

Training time for 15 tutors -	6 tutors	3 hours	Harvard Industries
	6 tutors	3 hours	ARPERCEN
	3 tutors	9 hours	(Individual training at 3 hours each)

Projected Volunteer Action for Feb 91 to Feb 92

Number of Workplace Sites	-	10
Clocked contact hours	-	735
Number of literacy tutors	-	20
Number of general tutors	-	10

Training time for 30 tutors 9 hours (Groups of 10 at 3 hours each)
or 90 hours (Individual training)

February 90 - February 91 Figures for contact hours and tutors assigned based on reported totals to Project Literacy, Jefferson City.

12657 FEE FEE ROAD CREVE COEUR, MO 63146 (314) 469-8534

SPC

VARIABLES CONTROL CHART ($\bar{X}$ & R)

PART NO.	CHART NO
chevII	

ME (PRODUCT)	OPERATION (PROCESS)	SPECIFICATION LIMITS
Thd. Wasp-Hornet	Super Conc. fill Right SIDE	219.6 ± 4 gy

R	MACHINE	GAGE	UNIT OF MEASURE	ZERO EQUALS
			0.1 gy	

1	219.4	220.1	220	219.8	220.3	220	220.1	220.7	219.7	219.7	219.9	220	220	220.2	220.3	219.5	220.2	220	221	220.6	219	220.4	219.6	219	219.6
2	219.8	220.0	219.5	220.2	220.2	220	219.7	220.5	219.8	219.3	219.6	220	219.9	220.1	220	219.4	219.7	220.2	220.8	220	220.1	220.9	219.3	219	219.2
3	219.6	220.2	219.1	219.9	220.5	220	219.7	220.5	220.1	219.6	220.2	219.6	219.6	219.9	219.8	220.1	219.9	220.4	220.8	220.2	219.9	221.1	220.1	219	219
4	219.6	220.0	219.8	219.9	219.9	219.7	220	220.5	220.1	219.5	219.5	220	220.2	220.2	219.6	219.9	219.7	219.7	220.7	220	219.6	220.9	219	219.4	219.3
5	219.9	219.7	219.7	220	220.2	220	220	220.5	219.4	219	219.8	219.7	219.4	219.4	220	219.6	220	219.9	220.6	220.1	219.5	220.3	218.9	219.2	219.2
$\bar{X}$																									
R																									

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

75

181

182

BEST COPY AVAILABLE

SPC

VARIABLES CONTROL CHART

1). Determine the averages and ranges of each subgroup.

2). Determine the process average for X double bar and draw this as your center line for averages.

3). Determine the average range (R-bar), and draw this on the range chart for a center line.

4). Calculate and draw the upper & lower control limits for averages, and the upper control limit for ranges.

5). With the unit of measure = 0.1 gram, plot all data points.

6). How many subgroup averages are out of control ?

7). How many range points are out of control ?

8). Determine the limits for individuals.
How many individual weights are out of this range ?

9). Is this process eligible for modified control limits ? If so, what would they be ?

SPC

CONTROL LIMITS

GROUPS INCLUDED _____ _____

$\bar{R} = \frac{\Sigma R}{k}$ = _____ = _____ = _____

$\bar{\bar{X}} = \frac{\Sigma \bar{X}}{k}$ = _____ = _____ = _____

OR

$\bar{\bar{X}}$ (MIDSPEC. OR STD) = = = _____

$A_2\bar{R}$ = x = _____ x = _____

$UCL_{\bar{X}} = \bar{\bar{X}} + A_2\bar{R}$ = = = _____

$LCL_{\bar{X}} = \bar{\bar{X}} - A_2\bar{R}$ = = = _____

$UCL_R = D_4\bar{R}$ = x = x = _____

LIMITS FOR INDIVIDUALS

COMPARE WITH SPECIFICATION OR TOLERANCE LIMITS

$\bar{\bar{X}}$ = = _____

$\frac{3}{d_2}\bar{R}$ = x = = _____

$UL_x = \bar{\bar{X}} + \frac{3}{d_2}\bar{R}$ = = _____

$LL_x = \bar{\bar{X}} - \frac{3}{d_2}\bar{R}$ = = _____

US = = _____

LS = = _____

US – LS = = _____

$6\sigma = \frac{6}{d_2}\bar{R}$ = = _____

MODIFIED CONTROL LIMITS FOR AVERAGES

BASED ON SPECIFICATION LIMITS AND PROCESS CAPABILITY.
APPLICABLE ONLY IF: $US - LS > 6\sigma$.

US = = LS = = _____

$A_M\bar{R}$ = x = _____ $A_M\bar{R}$ = = _____

$URL_{\bar{X}} = US - A_M\bar{R}$ = = $LRL_{\bar{X}} = LS + A_M\bar{R}$ = = _____

FACTORS FOR CONTROL LIMITS

n	A_2	D_4	d_2	$\frac{3}{d_2}$	A_M
2	1.880	3.268	1.128	2.659	0.779
3	1.023	2.574	1.693	1.772	0.749
4	0.729	2.282	2.059	1.457	0.728
5	0.577	2.114	2.326	1.290	0.713
6	0.483	2.004	2.534	1.184	0.701

BEST COPY AVAILABLE

WATLOW

$\bar{X}$ - R CONTROL CHART

WATLOW	PLANT	DEPT.	OPERATION	DATE CONTROL LIMITS CALCULATED	ENG. SPEC.	PART NO.	CONTROL ITEM (▽) YES ☐ NO ☐
	MACH. NO.	DATES	CHARACTERISTIC		SAMPLE SIZE/FREQ.	PART NAME	

$\bar{X}$ - Average $\bar{X}$ - U.C.L. - $\bar{X} + A_2 \bar{R}$ - L.C.L. = $\bar{X} - A_2 \bar{R}$ -

AVERAGES (X BAR CHART)

$\bar{R}$ - Average R - U.C.L. - $D_4 \bar{R}$ - L.C.L. - $D_3 \bar{R}$ -

RANGES (R CHART)

78

| Date / Time | | |

WATLOW: Sample problems to help employees with their insurance

1. If an employee contributes $5.00 per week to their 125 Reimbursement Account, how much will they have in one year (52 weeks)?

2. If an employee earns $220.00 per week and the government deducts 7.65% of it for Social Security taxes, how much is deducted?

3. If an employee has a 401(K) account and leaves the company after 5 years which means they are only 80% vested in the company's contribution, how much would they have if the account contained:

   $2750.37 employee money
   $ 526.00 employer money

4. If an employee earns a gross salary of $21,300 per year and wants to contribute 4% of their income to the 401(K) account, how much would they contribute in one year? If the company contributes a quarter of the 4%, how much money is that?

5. If an employee wants to take out a loan from their 401(K) account and the guidelines are that the minimum loan is $1,000.00 and the maximum is 50% of the vested account balance, how much could an employee borrow if their account contained:

   a) $ 7,354
   b) $15,000
   c) $ 870
   d) $ 2,014
   e) $27,500

6. If you were in the Catastrohpic Medical Plan, which has a $500 deductible and then pays 70%, how much would you have to pay out of your pocket for a $3500 hospital bill (assume you have not met any of your deductible).

7. If you were in the Comprehensive Medical Plan which has a $200 individual deductible and pays 80% for most expenses except outpatient lab tests which are covered 100% up to $500 in expenses and then pays 90% for any other outpatient lab expenses, how much would you pay out of pocket for:

   $ 600 in outpatient lab tests
   $ 300 in doctor office visits
   $1000 in hospital bills

8. If you were in the Working Spouse Medical Plan which has no deductible and pays a maximum of 25% of claims, how much payment would you receive if you turned in bills for:

   $ 30 in prescription drugs
   $100 X-rays
   $ 50 doctor bill

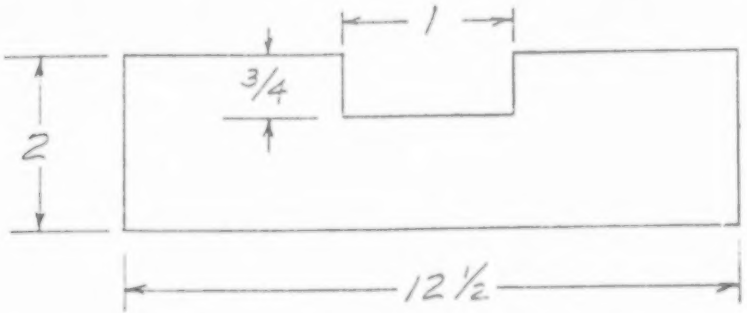
Walt Lewis
Functional Context Material

MATH QUESTIONS

1. A. If you have a unit 12-1/2" Long and can ship +/- 2% on length, from what length to what length would you ship?

   B. On the same unit, if you could ship to +/- 3%, what length would you be able to ship?

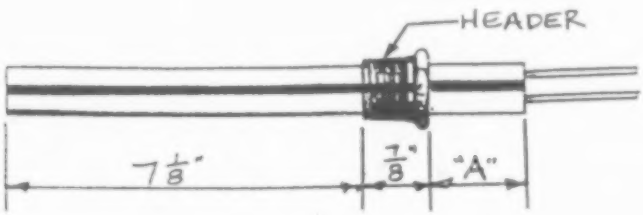
2. A winder has a wind length of 12-1/2" and a width of 2". There is a rectangular notch in the winder 1" wide and 3/4" deep. What is the wind area of this winder?



3. A mica strip heater is 2-3/8" wide. The cover metal is twice that. How wide is the cover metal?

4. To find the overall length of a clamp strap, you must add up the length of all of the individual pieces then subtract 3-7/8". If there are 2 pieces 3-1/8" long, 1 piece 10-7/16" long, and 2 jumpers each 2-1/2" long, what is the overall length?

5. A design tells you to solder on a header 7-1/8" from the bottom of a FIREROD:



You measure the header and find it is 7/8". You measure the total FIREROD length and find it is 9-1/8" long.

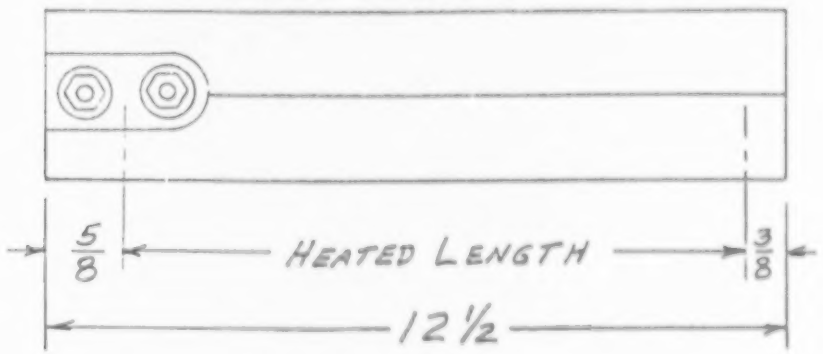
How much of the FIREROD extends beyond the top of the header (Dimension A)?

6. After testing one order of 50 heaters, you have 2 bad ones. What percent of the heaters is bad?

7. The back strap of a clamp strap is 1/2 of the overall length minus the jumper slot length. If the overall length is 12-1/8" and the jumper slot is 3" long, how long is the back strap?

8. If the flat length of a band heater is 18-13/16" and the cover metal is 1-1/4" longer, how long is the cover metal?

9. Find the Heated Length -



10. The wind area is the product of the wind length and winder width. If the wind length is 10-3/4" and the winder width is 1-1/2", find the wind area.

11. A FIREROD designed 6" long swages 3/32" long. You have a winding core 5.25" long. If a correction is to be made, what would your core length be if you removed 3/32" from the winding core?

12. The FIREROD diameter is called out at .371 +/- .002, what diameter can we ship?

13. A 1" wide mica band heater has a top metal 3/32" narrower than the heater. How wide is the top metal?

14. A 4" wide mica strip heater has 2 winders side by side lengthwise. There is 1/4" between the winders and 1/4" between the edges of the winders and the heater edge. How wide is each winder?

15. A clamp strap has an overall length of 9-11/16". The cut length is 3-7/8" longer. How long do you cut the strap?

16. In the above problem, the machine that cuts the straps is set to cut 5/32" longer than the required cut length. What is the machine setting?

17. A part you are using is supposed to be 1/8" thick, but you are having trouble making it fit. Using a calipers, you find that the part is .145" thick. Is the part the correct thickness?

18. You have a lead length of 24". You have a tolerance of -1/2", +1-1/2". From what to what can you ship?

19. The pull up factor for a mica band heater is added to the flat length to get the winder length. If the flat length is 18-7/16" and the pull up is 3/8", how long is the winder?

20. A FIREROD has a resistance tolerance of +10%, -5%. What can we ship on a 100 ohm heater?

21. You are testing some heaters. The customer ordered 220 heaters. You can ship 5% more than this because of our tolerance. What is the largest amount that you can ship?

Math Curriculum for Sunnen Pre-technical Workplace class

Topics	Core texts
Operations with whole numbers	Number Power 1
Fractions	Number Power 2
Decimals	Number Power 2
Ratio and Propostion	Contemporary Math Book
Percents	Contemporary Math Book
Measurement - metrics	Contemporary Math
Formulas and metric units	Group lessons
Graphs and Tables	Contemporary Math Book
Basics of Algebra	Contemporary Math and Number Power 3

METRIC MEASUREMENTS FOR SUNNEN EMPLOYEES

The following twelve pages are samples used to help Sunnen employees incorporate metric measurements into their basic math upgrade.

CONVERSIONS BETWEEN METRIC AND STANDARD UNITS

1 inch = 2.54 cm = 25.4 mm

From inches to metric:

1. Change standard units to inches and decimal fractions of inches.
   Ex. 5 1/2 in = 5.5 in
   1 foot = 12 inches
   2 ft 3 in = 15.25 inches

2. Multiply inches by 25.4 = millimeters
   " " " 2.54 = centimeters
   Ex. 5.5 inches = 5.5 x 25.4 mm = 139.7 mm
   5.5 inches = 5.5 x 2.54 cm = 13.97 cm

   12 inches = 12 x 2.54 cm = 30.48 cm
   12 inches = 12 x 25.4 mm = 304.8 mm

   15.25 inches = 15.25 x 2.54 cm = 38.735 cm
   15.25 inches = 15.25 x 25.4 mm = 387.35 mm

From metric to inches:

1. millimeters divided by 25.4 = inches

2. centimeters divided by 2.54 = inches

   Ex. 37mm = 37/25.4 inches = 1.46 inches
   37 cm = 37/2.54 inches = 14.57 inches

   15 mm = 15/25.4 inches = .591 inches
   15 cm = 15/2.54 inches = 5.91 inches

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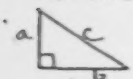
Measure: Formulas

Perimeter is distance around, the number of linear units. P

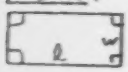
Area is number of square units on a surface. A

Volume is number of cubic units in a solid V



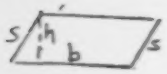
Right triangles: P = a+b+c, A = 1/2 ba

Any triangle: P = a+b+c, A= 1/2 bh

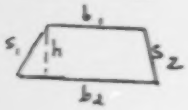


Rectangle: P = 2l + 2 w = 2 x (l + w)
A = l x w = lw

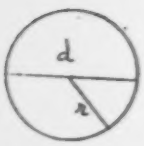
Square: P = s+s+s+s = 4 x s = 4 s
A = s x s = s^2



Parallelogram: P= 2 b + 2s
A= b x h = bh

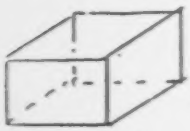


Trapezoid: P = $b_1 + b_2 + s_1 + s_2$
A = 1/2 x h x($b_1 + b_2$)
= 1/2 h ($b_1 + b_2$)



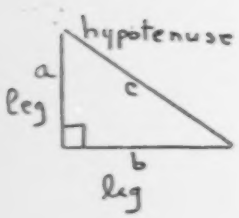
Circle: C= circumference= distance around
d= distance across, through center
r = distance from center to any point on circumference
d = 2 r, r = 1/2 d
C = π x d = π x 2 r, $\pi \approx 22/7 \approx 3.14$

A= πr^2



Rectangular solid: V = l x w x h
V= lwh

Cylinder: V = π x r^2 x h
V = $\pi r^2 h$



Pythagorean theorem: The legs form a right angle; the third side is the hypotenuse. The theorem states that the square of the hypotenuse equals the sum of the squares of each leg.
$c^2 = a^2 + b^2$

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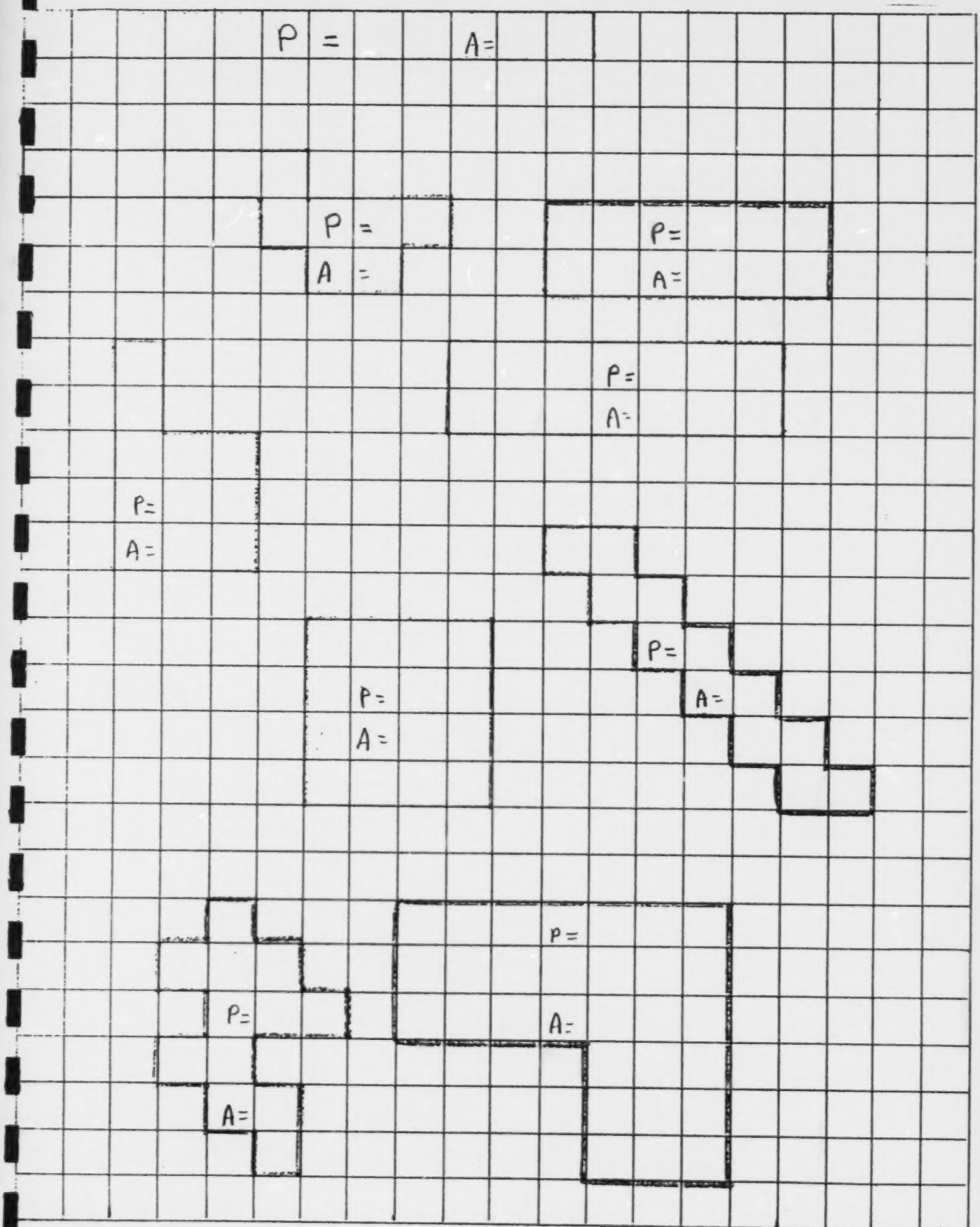
P =
A=
P =
A =
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P=
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A=
P=
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P=
A=
P=
A=
P=
A=

9x9= KEY 9x8 3x9

A = 81 cm²
P = 9+9+9+9 = 36 cm

A = 72 cm²
P = 9+9+8+8 = 34 cm
18
16
34

A = 27 cm²
P = 24 cm

7x9
A = 63 cm²
P = 14
18
32 cm

5x9
A = 45 cm²
P = 28 cm

4x9
A = 36 cm²
P = 26 cm

2x9
A = 18 cm²
P = 22 cm

1x9
A = 9 cm²
P = 20 cm

8x8
A = 64 cm²
P = 32 cm

7x8
A = 56 cm²
P = 30 cm

5x8
A = 40 cm²
P = 26 cm

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MEASURE THE LENGTH OF EACH SEGMENT

NAME

1. _____ 1. = ____ dm = _____ cm = _____ mm

2. _____ 2. = _____ cm = _____ mm

3. ___ 3. = _____ cm = _____ mm

4. — 4. = _____ mm
68

5. _____ 5. = ____ cm ____ mm = _____ mm

6. _____ 6. = ____ cm ____ mm = _____ mm

7. _____ 7. = ____ dm ____ cm ____ mm = _____ cm ____ mm
= _____ mm

8. ____ 8. = ____ cm ____ mm = _____ mm

9. _____ 9. = ____ cm ____ mm = _____ mm

10. _____ 10. = ____ dm ____ cm ____ mm = _____ cm ____ mm

MEASURE THE [redacted] OF EACH SEGMENT Name KEY

1. _____ 1. = 1 dm = 10 cm = 100 mm

2. _____ 2. = 8 cm = 80 mm

3. — 3. = 1 cm = 10 mm

4. = 5 mm

4. —

5. 50 _____ 5. = 2 cm 5 mm = 25 mm

6. _____ 6. = 7 cm 5 mm = 75 mm

7. _____ 7. = 1 dm 4 cm 3 mm = 14 cm 3 mm
= 143 mm

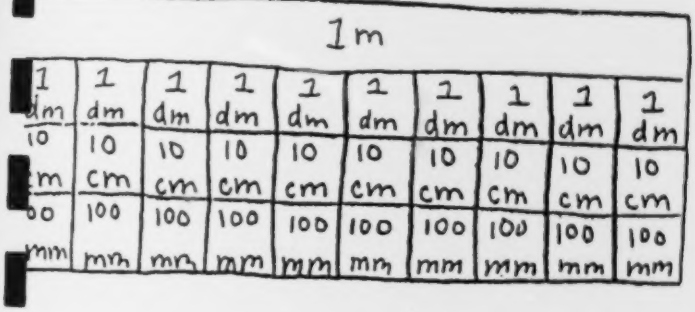
8. — 8. = 1 cm 5 mm = 15 mm

9. _____ 9. = 5 cm 6 mm = 56 mm

10. 199 _____ 10 = 1 dm 4 cm 5 mm = 14 cm 5 mm
200

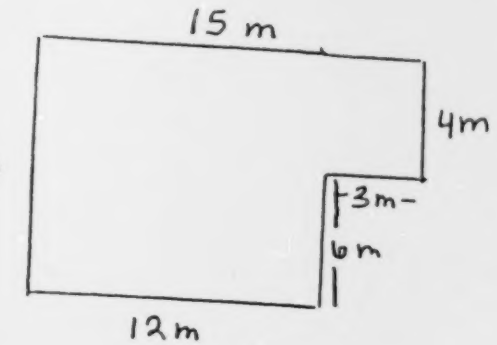
Write >, <, or = in each space Name _____

1. 1 cm ___ 1 dm
2. 10 cm ___ 25 mm
3. 15 cm ___ 1 dm
4. 30 cm ___ 3 dm
5. 99 cm ___ 9 dm
6. 10 cm ___ 1 dm
7. 10 dm ___ 1 cm
8. 2 dm ___ 10 cm
9. 700 cm ___ 4 dm
10. 7 dm ___ 75 cm



1 m
↓
10 dm
↓
100 cm
↓
1000 mm

1. 1 cm = ____ mm
2. 100 cm = ____ mm
3. 1 dm = ____ cm
4. 10 dm = ____ cm
5. 1 m = ____ mm
6. 10 cm = ____ mm
7. 100 cm = ____ m
8. 1 dm = ____ mm
9. 10 dm = ____ mm
10. 500 cm = ____ m



CHALLENGE!

Find the perimeter _____

Find the area _____

If 1 square meter of carpet cost $3.00, what would it cost to carpet this room.

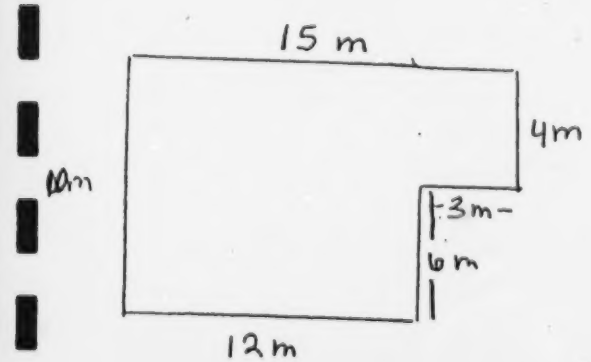
Write >, <, or = in each space. Name Key

1. 1 cm < 1 dm
2. 10 cm > 25 mm
3. 15 cm > 1 dm
4. 30 cm = 3 dm
5. 99 cm > 9 dm
6. 10 cm = 1 dm
7. 10 dm > 1 cm
8. 2 dm > 10 cm
9. 700 cm > 4 dm
10. 7 dm < 75 cm

1m									
1 dm	1 dm	1 dm	1 dm	1 dm	1 dm	1 dm	1 dm	1 dm	1 dm
10 cm	10 cm	10 cm	10 cm	10 cm	10 cm	10 cm	10 cm	10 cm	10 cm
100 mm	100 mm	100 mm	100 mm	100 mm	100 mm	100 mm	100 mm	100 mm	100 mm

1m
↓
10 dm
↓
100 cm
↓
1000 mm

1. 1 cm = 10 mm
2. 100 cm = 1000 mm
3. 1 dm = 10 cm
4. 10 dm = 100 cm
5. 1 m = 1000 mm
6. 10 cm = 100 mm
7. 100 cm = 1 m
8. 1 dm = 100 mm
9. 10 dm = 1000 mm
10. 500 cm = 5 m



CHALLENGE!

Find the perimeter _____

Find the area _____

If 1 square meter of carpet cost $3.00, what would it cost to carpet this room.

BEST COPY AVAILABLE

Put measurements in order from smallest to largest

sm ⟷ lg

1. 1 Kg 1g 1 mg _____

2. 1 cm 1 dm 1dam _____

3 1 ℓ 9 dℓ 10 mℓ _____

4. 90 cm 4 m 5 hm _____

5. 20 gm 3 dg 100 cg _____

6 6 Km 50 hm 900 m _____

7. 18 ℓ 1 daℓ 1 hℓ _____

8. 50 dm 25 dm 1 dam _____

Give each missing number

1. 13 cm = _____ mm

2. 7.5 m = _____ cm

3. 2.9 Km = _____ m

4. 3.04 m = _____ mm

5 1.78 cm = _____ mm

6. 0.76 hm = _____ m

7. 63 mm = _____ cm

8. 807 cm = _____ m

9 3816 m = _____ Km

10. 515 mm = _____ m

11. 0.93 cm = _____ m

12 14 dam = _____ hm

13. 4.6 m = _____ cm

14 301 m = _____ Km

15. 76 cm = _____ mm

16 76 cm = _____ m

Put measurements in order from smallest to largest Key

sm ⟵⟶ lg

1. 1 Kg 1g 1 mg — 1mg 1g 1Kg

2. 1cm 1dm 1dam — 1cm 1dm (100 mm) 1dam (1000 mm)

3. 1ℓ 9 dℓ 10 mℓ — 10 mℓ 9 dℓ (1100 cm) 1ℓ (5000 cm)

4. 90 cm 4m 5hm — 90 cm (30 cg) 4m 5hm (2000 cg)

5. 20 gm 3 dg 100 cg — 3g 100 cg (5000 mg) 20 g (60000 mg)

6. 6 Km 50 hm 900 m — 900m (10 ℓ) 50 hm (100 ℓ) 6 Kg

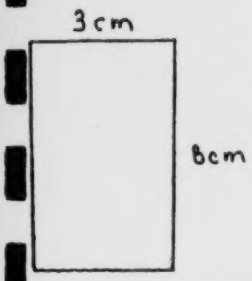
7. 18 ℓ 1 daℓ 1 hℓ — 1 daℓ 18 ℓ 1 hℓ (100 dm)

8. 50 dm 25 dm 1 dam — 25 dm 50 dm 1dam

Give each missing number

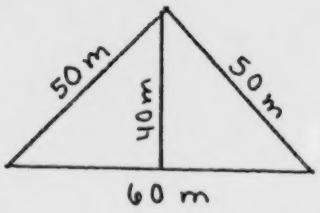
1. 13 cm = 130 mm ×10
2. 7.5 m = 750 cm ×100
3. 2.9 Km = 2900 m ×1000
4. 3.04 m = 3040 mm ×1000
5. 1.78 cm = 17.8 mm ×10
6. 0.76 hm = 76. m ×100
7. 63 mm = 6.3 cm ÷10
8. 807 cm = 8.07 m ÷100

9. 3816 m = 3.816 Km ÷1000
10. 515 mm = .515 m ÷1000
11. 0.93 cm = .0093 m ÷100
12. 14 dam = 1.4 hm ÷10
13. 4.6 m = 460 cm ×100
14. 301 m = .301 Km ÷1000
15. 76 cm = 760 mm ×10
16. 76 cm = .76 m ÷100



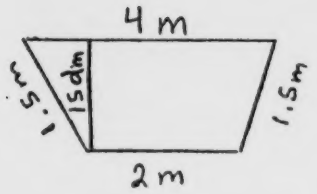
= _____

A = _____



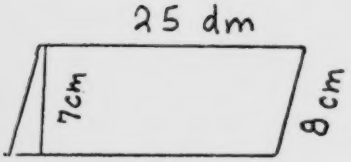
P = _____

A = _____



P = _____

A = _____

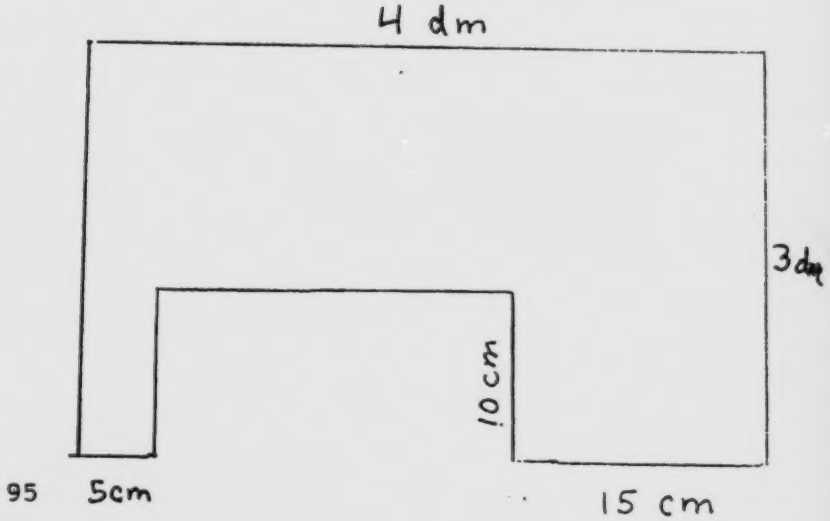


= _____

= _____

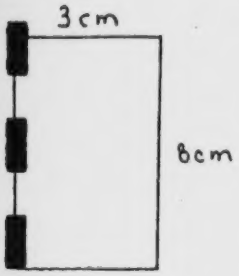
Hint: change all measurements either to cm or dm.

CHALLENGE!



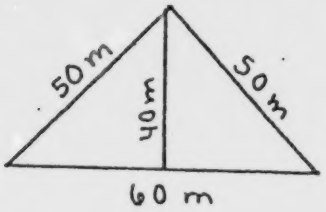
P =

A =



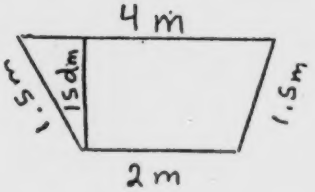
P = 22 cm

A = 24 cm²



P = 160 m

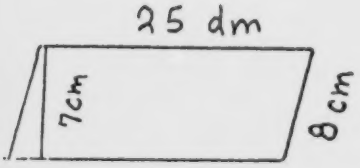
A = 1200 m²



P = 9 meters or 8 meters

A = 4.5m² 3 m²

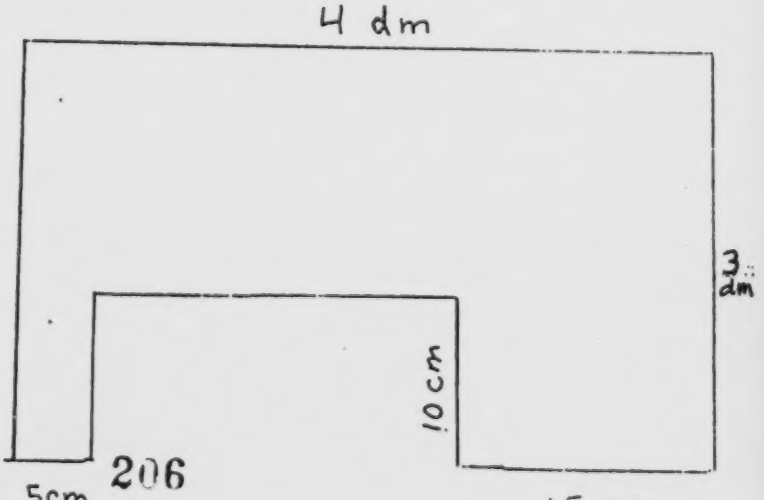
450 dm²



P = 516 cm or 51.6 dm

A = 17.5 dm² or 1750 cm²

CHALLENGE!



Hint: change all measurements either to cm or dm.

206

96

P = 16dm or 160cm

A =

MANUAL READING LEVEL

The following two pages are samples from Watlow's Firerod Design Manual. As the company was updating and changing their manual, we assisted by checking the readability level.

Readability formula used was FORCAST. It was designed to compensate for multiplesyllable words often used in technical materials in the workplace.

The following steps are used:

Count the number on one-syllable words in a 150-word passage.

Divide that number by 10.

Subtract the answer from 20.

Formula: Readability = 20 - $\frac{\text{number of one-syllable words}}{10}$

Recommendations were made to lower the reading level for better understanding on the part of all workers.

WHAT IS A FIREROD CARTRIDGE HEATER?

In 1953, George Desloge developed the FIREROD Cartridge Heater to meet the needs for a high watt density heater. Before the FIREROD, cartridge heaters used a helical wound coil of resistance wire, either placed in helical grooves around a ceramic core or through holes down the center of the core. These cores were then assembled into a metal tube, along with an end piece on the lead end. A fill material was then added, along with an end disc. This then was called a cartridge heater.

The FIREROD also uses a ceramic core, but the resistance wire is wound straight around the outside of a smooth core. The core and a lead end piece are inserted into a metal tube, filled with a fill material (MgO), and an end disc is added and welded. Next the FIREROD goes through a process called swaging. This reduces the diameter of the unit, which compacts the fill material and the core. This gives the heater a greater dielectric strength and increases its ability to transfer heat. Properly compacted MgO will transfer heat approximately four times faster than uncompacted MgO (non-swaged heaters), which keeps the internal temperatures lower. A swaged heater will also withstand all most any shock or vibration.

Over the years, continued research for new materials and improved construction methods has established the FIREROD as the leading cartridge heater on the market.

For a more detailed description of a FIREROD, see FIREROD Technical Letter, Number 3.

Formula: $\text{Readability} = 20 - \frac{95}{10}$

$20 - 9.5$

10.5 grade level needed to read this page

BASIC COMPONENTS AND CONSTRUCTION:

A FIREROD Cartridge Heater has six main components. A general description of the construction and materials used in a FIREROD are listed below.

1. Resistance Wire: The resistance wire of a FIREROD consists of 80 percent (80%) Nickel and 20 percent (20%) Chromium, chosen for its resistance to oxidation and corrosion. The calculated gauge, length, and spacing of the resistance wire is wound on a ceramic core. For optimum heat transfer, the resistance wire is centered in the unit - equidistant from the sheath at all points.

2. Insulating Material: Because of its high dielectric strength, fast efficient heat transfer properties, and resistance to moisture, Silicone Magnesium Oxide (Silicone MgO) is used to insulate the resistance wire from the sheath of the FIREROD. The Silicone MgO is compacted to a pre-determined density, to improve its dielectric strength, heat transfer capabilities, and to help make the heater resistant to normal shock and vibration.

3. Ceramic Core: Because the FIREROD is compacted to a pre-determined density, the resistance is wound on a crushable ceramic core. For the same reason the insulating material is MgO, the crushable ceramic core is composed of a minimum of 96 percent (96%) medium purity MgO.

4. Corrosion Resistant Sheath: Incoloy 800 is used as the standard sheath on the FIREROD, because it provides high-temperature resistance to corrosion and oxidation to varied chemicals and atmospheres. Optional sheath materials include 304 and 316L stainless steel.

5. Power Pins: Solid conductor pins are assembled through the ceramic cores, overlapping the resistance wire inside the core. During the compacting (swaging) process, the pin metallurgically bonds to the resistance wire. Because of lower cost, stainless steel pins should be used whenever the amperage and the application of the FIREROD allows. Other materials used include Nickel, Nickel Clad Copper, and Copper.

6. Lead Wire: The standard flexible lead wire used in a FIREROD consists of two components: the conductor and the insulation. The standard conductor is Nickel, but Nickel Clad Copper or Copper may be used. The conductor is covered with a non-asbestos insulation. Many types of flexible lead wire insulations are available, each with specific properties and ratings. The lead wire may be connected externally (crimped-on) or internally (swaged-in).

Formula: $\text{Readability} = 20 - \frac{8.2}{10}$

11.6 grade level neede to read this page

Progress requires *
partnerships between families, schools, governments, and business/labor.

ADVISORY COMMITTEE

EDUCATION

BUSINESS/INDUSTRY

The Advisory Committee should be composed of representatives of all of those company employees who are affected by the proposed training and those with vested interest in the program's success. This committee will help to gain companywide acceptance for the program; act as a communication clearinghouse; and in general administer the implementation and conduct of the program. The CHOSEN EDUCATIONAL PROVIDER will send representatives to Advisory Committee meetings to provide vital input for assessment of the program's success. Meetings may be held once a month with the agenda assigned to one representative who will use a system for gathering the necessary information for a next Advisory Committee Meeting.

"This committee should be carefully constructed. It is an important vehicle for building company-wide acceptance for the training program.", according to Workplace Basics: The Skills Employers Want: A joint publication by the American Society for Training and Development and the U.S. Department of Labor Employment and Training Administration

* JOBS WITHOUT PROPLE: The Coming Crisis for Missouri's Workforce. Final Report; Governor's Advisory Council on Literacy. October, 1989.

ARPERCEN

ADULT SKILL ENHANCEMENT: A WORKPLACE PROGRAM
PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE

ADVISORY MEETING <> MARCH 28, 1991 <> 1:00 - 2:00 P.M.
AT ARPERCEN LOCATION

A G E N D A

1) Introductions. . . . . .

2) Report and Update on Attendance . . . . . Jan Miller

3) - Tutor Training, Development and Placement . . . . . Jan Miller
   - Extra Rooms for Tutors and Students. . . . . .and Linda Grosse

4) Student Progress and Programs . . . . . .Virginia Proctor

5) Summer Schedule for Classes at ARPERCEN . . . . . Jim Steele

6) Student Concerns - Ideas . . . . . Arnitrus Simmons

7) Comments from Union Representative . . . . . Mary Cooper

8) Recruitment Strategy:
   ARPERCEN Newsletter . . . . . Jim Steele
   Follow-up calls to Students . . . . . Jim Steele

9) Method of Communications with Students, with Mr. Steele,
   and Jan and Linda. . . . . Jim Steele
   . . . . . Linda Grosse

10) Other issues . . . . . Open Discussion

ARPERCEN ADVISORY
MARCH 28, 1991

Participants:	Jim Steele	Personnel
	Arnitrus Simmons	Student Rep
	Virginia Proctor	Instructor
	Jan Miller	Coordinator

Updated attendance reports were given to Mr. Steele. Seven tutors were trained last month. Three tutors are now matched with students, and are providing the much needed one-on-one instruction and encouragement. The four other tutors will be placed in the near future. Mr. Steele will check into securing another room for tutors and students to use.

Supervisors were sent letters to update them on their employees progress in subject areas. Virginia Proctor reported on algebra instruction. She has nine students progressing through Number Power 3 Algebra Book. In order to give these students more practice she is checking with Parkway's Math Coordinator about another algebra book. Soon she plans to assign individual study with small group instruction.

Mr. Steele reported college classes would meet from June 10 through August 2. He explained that the pre-algebra college class will teach advanced high school algebra. Virginia Proctor asked for a list of topics taught so she can better prepare students for this college class. Mr. Steele will check with the junior college to obtain topics in both algebra and composition that students will need to know. To offer consistency and re-inforcement it was decided to continue our classes throughout the summer even though overtime would probably continue to impact class attendance until September.

Arnitrus Simmons expressed concern about the effectiveness of communications. She suggested information about classes be given to the Total Quality Management for distribution to all levels within ARPERCEN. Mr. Steele reported that a lighted bulletin board was being secured to give continual information on upcoming and continuing classes. Mr. Steele will send Jan and Linda a DRAFT copy of the Workplace class article for approval before publication in the ARPERCEN Newsletter.

Arnitrus expressed her feelings about homework. She feels homework helps reinforce ideas. Now with the copier in the room she can copy pages for homework. All the students and instructors really appreciate the copier for classroom use. Thank you Mr. Steele for your efforts in obtaining the copier for us!

Jan Miller emphasized the importance of instructors knowing the reasons for students non-attendance. The State Department mandates instructors keep records on attendance and requires explanations when students miss three consecutive classes. Mr. Steele assured instructors he would contact students to obtain this information. New phone numbers within ARPERCEN's departments have made the process difficult because original numbers given on registration sheets have since changed.

The next advisory meeting is scheduled for Tuesday, May 7, at 1:00 p.m. in room 110.

mc

DOUBLETREE HOTEL
PRE-TECHNICAL WORKPLACE SKILLS PROGRAM
PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE

Advisory Meeting - April 25, 1991
1:00 - 2:00 p.m. - Doubletree Hotel Conference Room

A G E N D A

1] Introductions ..... Jan Miller
Hyman Albritton

2] Student Progress .....Jennie Reepmeyer

3] Report and Update on Attendance ..... Jennie Reepmeyer
Jan Miller

4] Student Concerns .....Student Representative

5] Company Concerns ..... Hyman Albritton

Re-evaluate Program
Program Schedule for Summer

6] Parkway Area Workplace Initiative Concerns .... Linda Grosse

7] Others.....

8] Next Advisory Meeting Date .....

DOUBLETREE ADVISORY MEETING MINUTES

Pre-Technical Workplace Initiative
April 25, 1991

Hyman Albritton	Human Resources
Reba Helton	Student
Robert Griswold	Student
David Wyle	Manager
Jennie Reepmeyer	Teacher
Jan Miller	Program Coordinator
Linda Grosse	Program Coordinator

After introductions, Jennie Reepmeyer reported on student progress. She has three students who are working on a GED, one of whom is ready to test. She has one new student who is foreign-born and expects to have two more in the near future. She indicated great success working with this student using the "Focus on Phonics" series aided by the use of a tape recorder. Hyman stated that there are many foreign-born employees in the laundry area of the hotel who can understand English for the most part, but have difficulty in speaking English. He thinks some may have already attended ESL class. Jennie then showed three books which she uses for reading instruction and said she hoped the class attendance would increase with the ESL group.

David Wyle suggested that a possible method of recruitment would be a testimonial from a successful student. He feels this would be a more effective method than just management endorsement.

Hyman expressed a desire to explore better ways of selling the class and increasing enrollment. Reba said that for her department, a class time of 3-5 would be better. She also suggested flexing the time and allowing the student to make up the time spent in class over the period of that week. Hyman said he would look into these possibilities and take them up with the Executive Committee on Wednesday, May 1. This change in class time would be okay with Jennie. A general discussion ensued in which various methods of recruitment and types of incentives to improve attendance were explored including: having a class open house with time-off to attend, using artifacts from the workplace to increase relevancy, postponing the assessment to decrease anxiety, and word-of-mouth recruiting by present students. Robert stated he had encountered much fear and resistance with fellow employees regarding the class. Reba had a similar experience with one person saying he was not attending because he was not "dumb." They both feel a lot of fears could be alleviated with a visit to the classroom.

Hyman said that two employees had difficulty filling-out the new insurance forms because of an inability to read but they have declined to attend the class. He said that notices were put out to the supervisors asking for support for student attendance with scheduling. He will check with management and supervisors for ideas about functional context materials from the workplace for use in the classroom.

The next meeting date will be set after the Executive Committee meets on May 1, 1991.

Missouri Baptist Medical Center
Building Practical Skills: A Workplace Program
Parkway Area Pre-Technical Workplace Initiative
Advisory Meeting - January 22, 1991
12:00-12:45 p.m. School of Nursing Room 114

AGENDA

1) Introduction of Building Practical Skills New Teacher.....Jan Miller

2) Evaluation of Program in March.....Linda Word

3) Report and Update on Attendance.....Paula Royce

4) Student Progress.....Paula Royce

5) Correction on November 20 Minutes on Volunteer.....Jan Miller

6) Recruitment Strategy Update:

   Pulse Article.....Linda Word
   Meeting with Dietary Employees.....Linda Word
   Still Plan to Meet With Joan Ketterer.....Jan Miller/Linda Grosse

7) Letter of Recommendation from Linda Word.....Jan Miller

8) Conflict in Room Scheduling in April.....Linda Word

9) Other Issues.....Open Discussion

Missouri Baptist Medical Center
Advisory Meeting
January 29, 1991

Participants:	Linda Word	Director of Education
	Pat Reisenbickler	Assistant Personnel Director
	Hank Bollinger	Head of Housekeeping
	Jan Miller	Program Coordinator
	Linda Grosse	Program Coordinator

Jan Miller introduced the new Building Practical Skills teacher, Paula Royce.

Linda Word announced that the hospital will re-evaluate our program at the end of March. She had talked with Peggy Kurusz in dietary who wants us to speak to the food service personnel. We will call her and set up an appointment. Paula Royce asked Linda Word about contacting students who were not attending. Linda had done that in November and had sent a reminder to all students on the roster about classes resuming in January. Linda had submitted an article about the class to the Pulse, the hospital newsletter, and said it had generated positive comments and publicity. She asked about follow-up on the five students who were ready to test. Paula reported that one student had taken the GED on January 19 and another student was reported to be making fewer errors on the job. Paula will check with this student to see if she is still using the transparency and blocking techniques she learned in class.

A discussion followed between Paula and Linda Word about progress of specific students ending with Paula saying she will call students to try to get them to return to class.

Hank Bollinger made assurances to Paula that his department is committed and will make sure their employees are relaesed to attend class. Students from his department need to be reminded to check with their supervisors for help in getting released.

There was a correction to the November minutes, the volunteer was not attending class because of a work schedule, not an illness. Paula said there was no need for a volunteer in the class at this time and was assured that one could be recruited, if necessary, at a later date.

Discussion ensued about dietary's problems with releasing workers to attend class. Pat Reisenbickler stated that supervisors need to be more committed to releasing their workers. Paula gave Hank Bollinger the names of the students from housekeeping.

There will be room conflicts on April 25 and August 15 at which time the class will probably meet in the library. Lori Willis does room scheduling. Her office is right behind the receptionist desk.

The School of Nursing has reported they are pleased with the help their students received in Jan Miller's class and are happy to report that all of them passed pharmacology and have gone on.

There was discussion about the inability of two employees from physical therapy to attend class since the peak time for their department is during class time. This problem has been addressed but not resolved.

It was suggested that John Shannon, head of pharmacology, be approached about the two students who share class time since one of the students has expressed a desire to attend class but is unable to get released.

Hank Bollinger volunteered to speak at the dietary presentation from a supervisor's point of view and tell about some of the ways in which they have been successful in releasing their employees at attend class.

It was suggested, also, to have a student speak as an endorsement perhaps Cindy--who took her GED).

Date of next meeting: February 26 at 12:00 noon.

ST. LUKE'S HOSPITAL. . .SURREY PLACE LEARNING CENTER

PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE
Advisory Meeting - April 24, 1991
2:00-3:00 P.M. - LEARNING CENTER

A G E N D A

1]	Introductions	Jan Miller Linda Grosse Diane Hildwein Christa Hubert
2]	Student Progress	Anne Girdler
3]	Report and Update on Attendance	Jan Miller
	Recruitment Strategies Class time Schedule Employees's Option for Flex Hours Publicity - Newsletter	
4]	Curriculum Design	Linda Grosse
	Nursing Exam Book Functional Context Materials	
5]	Company Concerns	Christa Hubert Diane Hildwein
6]	Parkway Area Workplace Initiative Concerns ..	Linda Grosse Jan Miller
	Great Facilities Room Scheduling Storage - cart	
7]	Others	
8]	Next Advisory Meeting Date	

St. Luke's Surrey Place Learning Center
Advisory Meeting Minutes
April 24, 1991 - 2:00-3:00 p.m.

Participants:		
	Scott Hoffman	Director of S.P.D.
	Diane Hildwein	Director of Education
	Krista Huber	Assistant Director of Nursing
	Anne Girdler	Instructor
	Jan Miller	Program Coordinator
	Linda Grosse	Program Coordiantor

After introductions, Anne Girdler reported on student progress. Approximately 90% of the students are working on math with some individuals having passed the mastery test in fractions, decimals and percents. Four students are working toward a GED, while others are working on brushing-up skills in reading vocabulary and spelling for college courses.

There are 13 total students signed-up, 8 of which are active. Three come from St. Luke's Hospital and the rest are from Surrey Place. The highest attendance is between 4 and 6. Anne says that scheduling seems to be the biggest obstacle to attending.

Diane Hildwein stated that she had followed-up with a letter and a phone call to all of the 35 people who had originally signed-up for the program but had not yet responded. One of those people is now attending regularly. Diane will call the supervisor of the person who indicated problems with support for attending class. She feels the supervisors at Surrey are supportive of people coming to class and flexing their hours in order to attend.

A discussion about a variety of recruitment methods followed. It was decided that informational posters with tear-off sign-up sheets will be placed in the personnel office of the hospital and on the employee board at Surrey. Informational letters will also be given to supervisors at staff meetings.

Ways to apply the "functional context" approach in the classroom were discussed. Krista will give the unit dosage sheet to Anne as an example. Details about this approach will be included in the information sheet going out to supervisors.

An alternative room was discussed but decided against because of high visibility. Krista has been made aware of the room conflicts and will look into that. She will also send a note to Andy on room set-up for class days since there are not always enough tables and chairs in the classroom.

The next meeting will be on Wednesday, May 29.

mc

WATLOW ELECTRIC

PRE-TECHNICAL WORKPLACE SKILLS PROGRAM

PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE
ADVISORY MEETING - APRIL 23, 1991
1:00 - 2:00 p.m. Watlow's Learning Center

A G E N D A

1) Introductions ..... Jan Miller
.....Carolyn Hockert

2) Student Progress.....Bobbie Reynolds

3) Report and Update on Attendance.....Bobbie Reynolds
.....Jan Miller
- Watlow Meetings
- Student's Special Situations
- Options of Alternative Days for Attending Class

4) Curriculum Design.....Linda Grosse

5) Re-assessing Students.....Linda Grosse
Reading
Area of Student Concentration

6) Student Concerns.....Charlene Worley

7) Company Concerns.....Carolyn Hockert

8) Parkway Area Workplace Initiative Concerns...Linda Grosse
...Jan Miller

9) Others.....

10) Next Advisory Meeting Date.....

WATLOW ELECTRIC ADVISORY MEETING

PRE-TECHNICAL WORKPLACE INITIATIVE
April 23, 1991

Mary Herbst	Supervisor Strip department
Charlene Worley	Student Representative
Fred Miller	Quality Control Manager
Steve Ferman	Plant Manager
Hugh Doplich	Designer - firerod
Caroly Hockert	Personnel manager
Bobbie Reynolds	Teacher, Watlow II
Jan Miller	Program Coordinator
Linda Grosse	Program Coordinator

Following introductions, Bobbie Reynolds reported on student progress. She has twenty-five students registered, four of whom have dropped for reasons including maternity, overtime and transfers. She is interested in taking in more students at this time. She has 7 GED students, two of whom will take the practice GED in May. Mastery tests passed include: 1 - whole numbers, 7 - fractions (83% lowest), 3 - decimals (91% the lowest), 3 - percent, 1 - algebra.

Carolyn spoke regarding summer classes and said that she had made-up a survey about student desires for summer classes. She will distribute this to the teachers for them to give to their students. Discussion ensued about the pros and cons of continuing the class through the summer. Charlene had taken an informal survey and most people indicated they would like the summer off with the exception of the GED students who would like to continue without a break.

Bobbie addressed student concerns regarding attending the alternate class on occasions when schedules conflict. Discussion ensued. Now that classes are well established we can offer this flexibility to students.

In response to the request made at last month's advisory for math problems which apply to the workplace, Fred Miller and Hugh Doplich submitted three pages of math word problems. Discussion followed concerning reading skills on-the-job including design sheets and production standards (PS). Everyone will work on gathering materials used on-the-job for use in teaching reading skills. Steve Ferman suggested devising a list of technical words used frequently at Watlow and using these words for vocabulary study. Charlene talked about a daily production report that was brought into the classroom for the teacher to look at. The teacher then made new writing skills assisgnments based upon the weaknesses in the report.

Charlene also indicated a strong interest on the part of the employees in computer literacy. Discussion followed. Watlow has a UNISYs operating system using a language called Mapper. Bobbie indicated she has a background in computers and would be willing to teach computer literacy. Other requests by students include shop math and a basic electricity class.

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Miscellaneous notes: Mary Herbst feels all supervisors and leads should be required to learn how to use the computer terminals; vocabulary list should include multiple words for same object; retesting will be done in May in reading and one other subject area; more word problems based on inventory procedures are forthcoming; the "deck" temperature has been adjusted to 74° in response to complaints of cold temperatures in the classroom.

The next meeting has been set for May 22 at 1:00 p.m.

mc

Watlow Electric Manufacturing Company
Pre-Technical Workplace Skills Program
Parkway Area Pre-Technical Workplace Initiative
Advisory Meeting - March 18, 1991
1:00 - 2:00 P.M. Watlow's Learning Center

A G E N D A

1.	Introductions.	Jan Miller Carolyn Hockert
2.	Student Progress	Paula Royce
3.	Report and Update on Attendance	Paula Royce
4.	Curriculum Design	Linda Grosse
5.	Beginning Assessment Levels	Jan Miller
6.	Student Concerns	Terry Price
7.	Company Concerns	Carolyn Hockert
8.	Parkway Area Workplace Initiative Concerns . .	Linda Grosse
9.	Others	
10.	Next Advisory Meeting Date	

WATLOW ADVISORY MEETING
MARCH 18, 1991

Participants:	Hugh Doplich	designer for firerod
	Fred Miller	Quality Assurance Manager
	Carolyn Hockert	Personnel Manager
	Andy Hannon	supervisor - firerod and strip
	Terry Price	student Watlow I
	Paula Royce	teacher Watlow I
	Jan Miller	Program Coordinator
	Linda Grosse	Program Coordinator

Paula Royce reported on the progress of the students in her class. There are three tutors assisting five students in reading and math. The class is focusing on math with almost everyone starting with fractions. Seven students have now passed the Mastery test in fractions and are moving into decimals. One has finished decimals and is working in ratio and proportion. Emphasis is placed on application of acquired skills in the working of word problems. Paula demonstrated the Number Two math book and explained how it is used in the classroom. She passed along a quote from a student who said that her newly acquired understanding of fractions has helped her deal with fractions on the job. There are ten (10) GED students in Paula's class. They have regular meetings to discuss the GED test and will be taking the Practice GED on May 6 and 8. Paula then explained the application and testing procedure for the GED. Her class is also working in the area of creative writing with often interesting results. They have had group sessions where they have worked on fractions, decimals, word problems and Carolyn's life skills problems. They also have a spelling and a vocabulary lesson once a week. Two students have been withdrawn to date and two have been attending sporadically.

Jan Miller shared the average ages and ranges for the class in aggregate.

Curriculum design was discussed next. Linda Grosse handed out copies of the word problems composed by Carolyn Hockert. These problems were based upon questions and real life situations often posed to Carolyn concerning employee benefits. Input from supervisors and employees would be welcomed so that deficiencies on the job can be identified and then remediated in the classroom. Hugh said that an understanding of percentages would be helpful in his area. Fred Miller indicated that being able to change from fractions to decimals and also an understanding of decimals will be helpful as people switch to more sophisticated digital instruments for measurement. This changeover has people worried. Andy Hannon indicated that an ability to convert fractions to decimals would be helpful in his area. Hugh and Fred agreed that they could sit down with the supervisors and compose some math problems which reflect on-the-job situations and could be used in the classroom to help teach job skills in which employees are deficient.

Terry Price said she had noticed that working with fractions and rulers are a problem for some people in her work area. High said that one line will be going to all decimals soon in measuring. In general, Terry said that class has been a great opportunity for her to use her brain again after years of working a repetitive job. Attendance has helped her to think more about what she is doing on the job. A few minor problems with attendance and scheduling of overtime was discussed. The "training room" signs have already been made and a change to "classroom" cannot be made.

Carolyn questioned whether our program could teach computer literacy. We said we felt if the computers and training for the teachers was provided this could be accomplished. Watlow is on the Unisys system. Fred said he would write-up a survey about summer attendance to be filled-out in class by the students.

The next meeting is scheduled for Tuesday, April 23, 1991 at 1:00 p.m.

ARPERCEN I - 35-36 tested

1) Age:

youngest	23
oldest	57
average	37

2) Summary of Goals: Better skills (reading/writing, math), enhance knowledge, refresh skills, basic skills, upgrade

3)

		average	high	low
Reading:	Voc.	11.5	12.9	5.8
	Comp.	11.6	12.9	6.2
	T.	11.6		
Math:	Comp.	9.0	12.9	3.6
	Concepts	9.0	12.9	4.0
	T.	9.0		
English:	Mechanics	10.0	12.9	2.4
	Expression	10.5	12.9	1.6
	T.	10.3		
	Spelling	11.9	12.9	1.8

ARPERCEN II - 12-13 tested

1) Age: youngest: 30
oldest: 54
average: 39

2) Summary of Goals: Reading, math, writing, self-improvement, skills for college, GED

3) Departments: Status technician, archivist, secretary, data transcriber, record control, clerks, MPC, computer operator

4)

		average	high	low
Reading:	Voc.	11.6	12.9	4.1
	Comp.	12.	12.9	6.4
	T.	11.		
Math:	Comp.	8.7	12.9	6.4
	Concepts	9.1	12.9	3.3
	T.	9.0		
English:	Mechanics	9.2	12.9	3.5
	Expression	10.5	12.9	3.2
	T.	10.1		
	Spelling	11.2	12.9	4.6

ARPERCEN III - 35-39 tested

1) Age: youngest: 30
oldest: 63
average; 41

2) Summary of Goals: Improve skills (reading, grammar, math), promotion, build confidence, improve all areas, computers

3) Departments: clerks (Personnel), supervisor, computer operator, secretary, status technician

4)

		average	high	low
Reading:	Voc.	11.8	12.9	2.5
	Comp.	11.8	12.9	3.2
	T.	11.8		
Math:	Comp.	8.9	12.9	5.0
	Concepts	9.1	12.9	3.4
	T.	9.1		
English:	Mechanics	9.7	12.9	3.2
	Expression	10.3	12.9	3.2
	T.	10.1		
	Spelling	11.8	12.9	6.5

ARPERCEN RESULTS

December 19, 1990

Classes were scheduled for 40 hours; however, due to holidays, classes met an average of 36 hours, of which 24 were spent in instruction, 8 hours were spent in pre-assessment and 4 hours were spent in post-assessment.

Average gain:

Math Computation	2.4 Grade Level
Range	.2 - 5.4
Math Concepts and Applications	1.8 Grade Level
Range	.3 - 4.5
Language Mechanics	2.9 Grade Level
Range	.2 - 5.4
Language Expression	1.6 Grade Level
Range	.2 - 4.8
Spelling	1.8 Grade Level
Range	1.1 - 3.0

ARPERCEN RESULTS

December 19, 1990

Classes were scheduled for 40 hours; however, due to holidays, classes met an average of 36 hours, of which 24 were spent in instruction, 8 hours were spent in pre-assessment and 4 hours were spent in post-assessment.

Test 3 Math Computation:

7.5	--->	12.9	=	5.4
7.4	--->	10.9	=	3.5
8.6	--->	9.6	=	1.0
9.1	--->	12.9	=	3.8
10.2	--->	12.9	=	2.7
5.6	--->	7.3	=	1.7
7.1	--->	9.7	=	2.6
6.7	--->	7.6	=	.9
8.8	--->	12.9	=	4.1
6.0	--->	6.8	=	.8
7.4	--->	8.4	=	1.0
8.2	--->	10.9	=	2.7
8.0	--->	11.5	=	3.5
7.9	--->	12.9	=	5.0
9.4	--->	10.9	=	1.5
5.8	--->	7.0	=	1.2
10.2	--->	12.9	=	2.7
6.4	--->	8.9	=	2.5
6.7	--->	9.7	=	3.0
8.8	--->	12.5	=	3.7
6.0	--->	7.3	=	1.3
10.6	--->	12.9	=	2.3
11.1	--->	11.3	=	.2
9.0	--->	12.9	=	3.9
7.9	--->	8.5	=	.6
7.3	--->	9.0	=	1.7

Test 4 Math Concepts and Applications:

8.0	--->	10.9	=	2.9
8.9	--->	10.9	=	2.0
6.4	--->	7.4	=	1.0
8.6	--->	9.6	=	1.0
5.7	--->	10.2	=	4.5
6.6	--->	9.0	=	2.4
8.5	--->	10.9	=	2.4
8.3	--->	11.0	=	2.7
10.9	--->	12.9	=	2.0
9.0	--->	9.5	=	.5
8.5	--->	9.5	=	1.0
7.0	--->	7.9	=	.9
9.3	--->	9.6	=	.3
7.2	--->	9.0	=	1.8

Test 5 Language Mechanics:

3.3	--->	4.7	=	1.4
5.2	--->	9.5	=	4.3
3.2	--->	6.1	=	2.9
3.9	--->	6.2	=	2.3
10.7	--->	12.9	=	2.2
5.5	--->	10.9	=	5.4
5.2	--->	9.5	=	4.3
3.8	--->	4.0	=	.2
9.2	--->	12.3	=	3.1

Test 6 Language Expression:

2.1	--->	2.9	=	.8
10.3	--->	12.9	=	2.6
3.1	--->	3.3	=	.2
7.9	--->	8.9	=	1.0
8.4	--->	8.7	=	.3
8.1	--->	12.9	=	4.8

Test 7 Spelling:

9.9	--->	12.9	=	3.0
8.2	--->	9.4	=	1.2
9.0	--->	10.9	=	1.9
4.6	--->	5.7	=	1.1
7.1	--->	9.0	=	1.9

Test 2 Reading Comprehension:

4.0	--->	7.3	=	3.3

WATLOW
TABE RE-TEST/GED PRACTICE TEST
RESULTS

Classes met an average of 52 hours, of which 40 were spent in instruction, 8 hours were spent in pre-assessment and 4 hours were spent in post-assessment.

Subject Areas	Grade Levels
Math Computation	
Average Gain	3.4
Range	1.2 ---> 5.3
Math Concepts	
Average Gain	2.0
Range	.1 ---> 4.3
Reading Vocabulary	
Average Gain	1.4
Range	.2 ---> 2.6
Reading Comprehension	
Average Gain	1.8
Range	.6 ---> 3.5
GED Practice Test	
Passed	10 students
Scroe Range	(281 - 232)

WATLOW

TABE Retest Results

Classes met an average of 52 hours, of which 40 were spent in instruction, 8 hours were spent in pre-assessment and 4 hours were spent in post-assessment. Improvements are shown by subject areas.

*** GED Practice Test...10 students passed...scores range (281-232) ***

Test Math Computation:

5.6	--->	10.9	=	5.3
8.2	--->	12.9	=	4.7
8.8	--->	12.9	=	4.1
9.0	--->	10.9	=	1.9
7.6	--->	8.8	=	1.2
8.2	--->	10.9	=	2.7
7.4	--->	10.9	=	3.9
8.6	--->	12.9	=	4.3
8.6	--->	12.9	=	4.3
9.3	--->	12.9	=	3.8
11.5	--->	12.9	=	1.4

Math Concepts:

8.9	--->	9.0	=	.1
8.9	--->	12.1	=	3.2
7.7	--->	9.0	=	1.3
9.0	--->	9.5	=	.5
9.0	--->	10.9	=	1.9
8.6	--->	12.9	=	4.3
10.3	--->	12.1	=	1.7
9.1	--->	12.9	=	3.8
7.7	--->	8.7	=	1.

Reading Vocabulary:

2.9	--->	4.2	=	1.3
3.5	--->	5.0	=	1.5
4.1	--->	5.3	=	1.2
3.3	--->	5.9	=	2.6
12.7	--->	12.9	=	.2
9.0	--->	11.4	=	2.4
10.3	--->	10.7	=	.4

Reading Comprehension:

9.4	--->	12.9	=	3.5
8.2	--->	10.9	=	2.7
11.1	--->	11.7	=	.6
11.1	--->	12.9	=	1.8
11.1	--->	11.7	=	.6

Language Mechanics:

8.2	--->	8.4	=	.2

SUNNEN PROJECT

CUMULATIVE PROGRESS ANALYSIS

WEEK ENDING 5/22/91

Mastery Tests Passed To Date - 20 Hours instruction

	10:00-12:00	1:00-3:00	3:30-5:30
Whole Numbers	1		1
Fractions	12	15	7
Decimals	4	5	2
Ratio/Proportion	2	2	3
Percents	1		
Algebra			
Measurements			

the pulse MB
January/February 1991
a news publication for employees of Missouri Baptist Healthcare System

Employees excel with practical skills program

The "Building Practical Skills: A Workplace Program" offers employees an opportunity to excel. Since its introduction last summer, the program has had a significant impact on the personal lives as well as on the job for those employees that are involved. The program is conducted in conjunction with the Parkway School District.

The following represents employee's accomplishments in the program to date:

- four nursing students received help with their math and dosage classes. All have passed their tests.
- two employees' reading comprehension levels have gone up one grade level
- one employee's reading comprehension level has gone up three grade levels
- two employees' math computation levels have gone up five grade levels
- one employee's math concepts has gone up three grade levels
- one employee has received his GED after going through the assessment phase and being encouraged to take the test
- four employees are ready to take their GED as soon as their applications are returned from the state department
- six other employees are working on material in preparation for their GEDs.

The program focuses on all educational levels, ranging from grade school to college-level skills, and is designed to upgrade employees' skills in reading, writing, and mathematics. Classes are held on Tuesday and Thursday from 1 to 3:30 p.m. in Room 114 at the School of Nursing. Employees can attend for any amount of time during those hours, it just depends on their schedule and their level in the program. If you're interested in building your practical skills contact **Linda Word**, director of Educational Services, at ext. 5266.

Here are some comments from employees who have participated in the program:

"I think this is a very helpful class."

"Having this program here is very convenient and without it I would not have time to improve in the areas I'm now improving in, and feeling better inside now that I can at my age have this privilege to learn again."

"I really enjoy the teachers. They listen to why you are having problems in certain areas and are very encouraging and enthusiastic in teaching you. Very enjoyable people!"

"I never thought I would have enough knowledge or confidence to take my GED since I only finished 8th grade. But with all the support and help my instructor gave me, I feel confident enough to pass."

"This class has been helpful and enjoyable for me."

"The facilitator is very organized and patient. I do appreciate the help I have received."

"Thank you very much!"

BEST COPY AVAILABLE

Quotes from Self-Esteem Class
at
ARPERCEN

November 14 - December 5, 1990...four sessions, 45 minutes each

---

"Gained positive insight about myself."

"I enjoyed the self-esteem class very much. It helped me to understand how I try to fit in. Also, it helped me to understand my husband and family as well as some of the people I work with."

"I am more aware of my positives and understand myself more. I enjoyed the class."

"I really enjoyed this class. It helped me to clarify some inner feeling and understand and identify some attitudes in myself and others."

"I enjoyed the class and the things we covered and would like to have more of the class."

"I believe this is worth doing. I have caught myself and changed "can't" into "you won't know until you tried." I have been praising myself for what I do well."

"I have gained some knowledge but still have only about the same number of positives feeling toward myself as when I began the class."

ARPERCEN EVALUATION QUOTES

- I would like to keep this program for as long as needed. I have job related problems my teacher solves and prepare for college math.
- I am enjoying the class, it is good that we work on each individual's level and area of need.
- I have accomplished more than I expected from these classes. I hope to God they are continued.
- I have enjoyed this class very much. The instructors and the books are very good.
- The instructors were always willing to help. They took time to explain where you mis-understood the problem. They have helped me tremendously in algebra.
- There was not an adequate amount of home work papers that could be taken home, due to the lack of a copier. Since the purpose of taking the class was for personal self growth, what I covered in the class work was not the material used in the performance of my job.
- The class has help me raise my spelling and formed better sentences for my job. It has also given me more confidence in myself.
- The class is helping me to meet my goals.
- I have enjoyed the class much better than I expected. I am beginning to feel much better about mathematics than I did when I entered the class.
- I am please that this class is here to help me increasing my self confidence.
- I feel that this course is helping me as far as language and reading goes. I am learning my suffixes, prefixes and meanings of words, all of which I need. I can work at my own pace. I like that.
- I think it would be better if one teacher was assigned to certain people. Sometimes one teacher would give an assignment and another would come along and think another method or book would be better and switch you.
- I have improved a great deal in math, reading and English. I am sure I will achieve a good rating on the placement test.
- I feel the class size could be smaller in size.
- This class has helped me to improve my math skills.
- I came to the class to improve my language and math. I met that goal, but I still need to go on in January.

- To me this was an excellent opportunity for me to not only complete my corrispondence --course; (which I did) but a perfect chance to touch up on my English and math skills. All and all I thought the course was excellent.

- I was very well satisfied with the class and its structure. I would love to continue studying and improving the areas where I need help.

- This is a great opportunity and I am very thankful to be able to participate. Due to personal time frames I can't stay as long as I would like to. The teachers are great at giving you time saving technics and help in any way they can. Even on my limited time basis I have reviewed fractions, learned some reading comprehension helps and am just beginning some Grammar review. Thanks! to all those that makes this possible.

- It has really feel more positive about myself, with the Instructor's help.

- These courses should be on going for all employees til the employees drop out and there is no longer a need.

- This course is very instrumental for me to do a better job here at ARPERCEN. I would like to extend my thanks to the instructors and ARPERCEN for making this possible, again thank you.

- I feel I'm improving in my reading ability although I'm still working in Math. Also looking forward to the writing class in January, 1991.

- My educational experience has been a positive one indeed. But plan to go further with the class in its educational programs.

- I have enjoyed the class and hope to continue. 2 hours twice a week makes the progress slow. I have gotten a lot out of the class but have a long way to go.

- I thought they should have been more text books. I would like a typing class.

- I am very happy to be able to take part in this program. It is helping me in writing and math. The materials provided are very helpful. I still have a lot of work to do in writing.

- Positive: like it very must it is helping me to understand thing a lot better. All in all I like the instructor and the program.
  Negative: none (this is a very good program and very helpful to my needs)
  <u>Thank you very must!</u>

- I haven't ready spent enough time to reach my total goal.

- The Adult Program itself is a quite positive, having the program at ARPERCEN will continue to help me refresh on certain areas I am weak in.

- I am very pleased with the Adult skills enhancement program. It has given me the confidence that maybe I'n not to old to learn after all. Thanks. I especially enjoyed the self esteem class.

- The offering of this course has literally been a dream come true. The instructors are so knowledgeable, helpful and patient. I never thought I would get the opportunity to better my math skills, but this course has allowed me to do just that. Soon, I may be able to invision taking a college algebra course. Thank you so much.

- not long enough need some self esteem

- Since my goals are many I have only begun and haven't improve on my job as of yet because most of my time have been spent on Math. Yes, self-confidence has given me the courage to express myself.
  The past few weeks I have spent my time on preparing talks for my course and Oral Communication (Flo Valley).
  In given my talk I felt what I had to say was important (Progress for me).
  I also am proud to say I received an "A" in my last week talk, the first in this course.
  Teachers up lift you and see the bright side of your work.
  My talk this week in Oral Communication will be on Why participate in Adult Education Program at ARPERCEN.

- I think it would be helpful if we had more books for everyone so we don't spend a lot of time wirting our sentences on paper. That tkeas up a lot of time.

- The class has been very good, I've relearned alot. I feel I have to focus more on my problem area.

WATLOW ELECTRIC -- TALLY SHEET

STUDENT EVALUATION FORM

Dear Adult Skills Enhancement Program Student:

Your assistance in evaluating this class is being sought so that we can continue to improve our program. We would appreciate your response, positive and negative, to the following questions...

		yes		no
1)	Were your expectations fulfilled by the class as it was conducted	26	(2)	1
2)	Were you able to meet your individual goals during your time in class	25	(2)	1
3)	Were the materials available, adequate for your needs	29		
4)	Do you feel the instructor spent enough time with you in class	28		1

		Good		Satisfactory	Poor
5)	How well did the instructor know the materials	29			
6)	Rate the instructor on ability to make effective assignments	26		3	
7)	Rate the instructor on effectiveness in helping you reach your educational goals	23	(1)	5	
8)	How well did this program contribute to increasing your self-confidence	20		9	
9)	How well did this program contribute to helping your job performance	15		11	2

Please tell us your feelings (positive and negative) about your educational experience in this class:

WATLOW...STUDENT EVALUATION

		yes		no
1.	Were your expectations fulfilled by the class as it was conducted	26	2	1
2.	Were you able to meet your individual goals during your time in class	25	2	1
3.	Were the materials available, adequate for your needs	29		0
4.	Do you feel the instructor spent enough time with you in class	28		0

		Good		Satisfactory	Poor
5.	How well did the instructor know the materials	29			
6.	Rate the instructor on ability to make effective assignments	26		3	
7.	Rate the instructor on effectiveness in helping you reach your educational goals	23	1	5	
8.	How well did this program contribute to increasing your self-confidence	20		9	
9.	How well did this program contribute to helping your job performance	15		11	2

Comments:

I think the teachers are well informed about the subjects they are teaching. I think they do their best to make the classes entertaining and educational.

I feel this program has helped me a lot. I didn't know that I forgot so much.

I like the class but I think I need more hours, 5 times a week to get all the work done for my GED.

I very much like the way the program is set-up individualized study and that my group sessions are voluntary.

1) Sometimes it's hard to concentrate with just slight noise and whispers 2) Also need to be able to use materials such as GED books for homework assignments and to work at much more efficient pace. Student could sign-out and be held payable for book through Watlow. The teachers do a good job. Thanks

I very much like going at my own pace with this program.

I don't have any negative feeling about the program. I have positive feelings about the time in class being worthwhile and beneficial in reviewing and improving my basic skills.

I have enjoyed this class because the work isn't so hard that I get lost yet there is always a challenge. If it isn't tough I can get other material or if it's too tough I can find something more basic to help me learn it. Sometimes the stories or articles are so interesting we share them with each other and forget it's classwork.

Instructors were there. But it seemed whenever you really needed the help they were busy helping someone else. It's really hard on the instructors because one knows more about you than the other one when it comes to giving assignments. Positive: The class gave me encourgement that after dropping out of high school, I can still learn where I left off. And build my education to a higher level. Also to work at my own pace. And if I had a problem there is someone to help me. Negative: The only thing I really didn't enjoy in this class is taking the test at the beginning of the class for placement at your level. Cause there were a couple things that were blank at the time but then once I started doing it I remembered.

I came to this class to better my skills in math. In school I only took basic, but as of now I am in aglebra and I am really enjoying it.
Great idea for people who need to further their education such as GED or going on to college. A little lacking in on the job problems, for people wanting to improve on job skills.

I feel a sufficient amount of work is assigned to grasp the concepts of different subjects. The teachers are always pleasant and willing to help. I am very grateful to the teacher and Watlow for this extra educational help they are giving.

It helped me realize that I'm not as slow as I thought I was.

I feel that this has been a great opportunity for me and I want to thank the teachers and Watlow for making it possible. I think the teachers have been very helpful and and they've made our time in class very enjoyable.

We need more board work.

It's great to improve my skills.

I missed a lot of class time - I feel it would have been better if I had been able to come all the time. I would like to continue even though I will have to miss more time along the way.

mc5/23/91

Chemsico

6494 Chapin Industrial Drive
St. Louis, Missouri 63114
314-427-4866

September 11, 1990

Ms. Nancy Spradling
Parkway Area Adult Basic Education
12657 Fee Fee Road
Creve Coeur, MO 63146

Re: Parkway Area Adult Education Program at Chemsico

Dear Nancy:

We at Chemsico wish to take this opportunity to express our thanks to you, Bonnie Armstrong, Jan Miller and the Parkway Staff in general for the education program conducted for Chemsico employees.

The Basic Education Program was well received and beneficial to a number of our employees, and also served as a valuable pre-cursor to "Pre-Technical training" conducted for our Quality Control personnel as the second part of the program.

The Q.C. people learned basic computer key boarding, have since progressed to on-site training in use of automatic gaging devices, and are now actively using the SPC computer system in Plant Production. The training received from the Parkway Program was of exceptional assistance to us in implementation of our new computer aided procedures. The perceived benefits to participating employees are reflected in their smooth transition to on-the-job procedures and duties within the new SPC program.

Once again, thank you for a valuable educational assist to Chemsico and employees.

Sincerely,

Harvey L. Pauls

Harvey L. Pauls
Technical Director

cc: Rick Bender
Larry Nestor

HLP:la

hlpns

MISSOURI BAPTIST MEDICAL CENTER
3015 North Ballas Road
St. Louis, Missouri 63131
314.432.1212

MB
FRED R. MILLS
President

January 15, 1991

Donna Burk
Parkway Area Adult Basic Education
12657 Fee Fee Road
Creve Coeur, MO. 63146

Dear Ms. Burk:

It is our pleasure to submit this letter in support of Parkway's Area Adult Basic Education workplace programs.

We at Missouri Baptist have been most fortunate to have such a program at our workplace. The program has been excellent! The needs of our participants are being met through a professional and caring staff. Many of the people who took advantage of the program have made tremendous gains educationally. We have seen positive changes in attitudes and self esteem. Many employees expressed how delighted they were to be given the opportunity to upgrade skills for personal reasons.

We at Missouri Baptist Medical Center thank you for your services and look forward to our partnership in the future. I highly recommend this program and can tell you we have been extremely pleased with the results we've had. Keep up the good work.

Sincerely,

Linda S. Word
Director of Educational Services

LSW:dw

WATLOW ELECTRIC MANUFACTURING COMPANY

May 6, 1991

Re: Parkway Area Adult Education
Pre-Technical Workplace Initiative Program

To Whom It May Concern:

Watlow Electric Mfg. Co. is the world's largest custom manufacturer of industrial heating elements, producing a broad range of products that serve a diversified number of industries.

Our business world is constantly changing and becoming more competitive every day. Watlow has to improve if it wants to succeed in the future, therefore, we are committed to being a Total Quality company which necessitates the retraining of our workforce to operate in work cells.

The Parkway Pre-Technical Workplace Initiative Program was introduced at Watlow in January, 1991 with overwhelming response and great enthusiasm. The math skills which our employees are learning will enable them to learn SPC data analysis and charting and pareto problem solving analysis. The reading & writing skills will improve communication, comprehension, report writing, and Watlow's specific vocabulary. The comraderie will develop team spirit.

The coordinators, Jan Miller and Linda Grosse, and the teachers are very professional, dedicated individuals who bring an understanding and intellect to the workplace. They strive to relate the textbook content to the workplace situation.

Watlow would like to continue the present program and expand it to include such things as typing for computer keyboarding, computer literacy, and understanding of terminal configurations.

I would heartily recommend this program to others.

Sincerely,

Carolyn Hockert

Carolyn Hockert
Personnel Manager

CH:cp

WATLOW ▪ 12001 LACKLAND ROAD ▪ ST. LOUIS, MO 63146-4039 ▪ PHONE 314-878-4600 ▪ FAX 314-878-6814

DEPARTMENT OF THE ARMY
U.S. ARMY RESERVE PERSONNEL CENTER
9700 PAGE BOULEVARD
ST. LOUIS, MO 63132-5200

REPLY TO
ATTENTION OF

Civilian Personnel Office

JUN 06 1991

Ms. Donna Burk
Parkway School District
12657 Fee Fee Road
Creve Coeur, MO 63146

Dear Ms. Burk:

Please accept our appreciation for your effort in strengthening the education levels of our employees. Many have significantly improved their reading, mathematics and spelling skills, some as much as three grade levels. We have noticed other improvements in behavior, attitudes and the approach taken to their daily work activities. In addition, we have noticed that this educational experience instills self-pride, motivation and a commitment to excellence, all in spite of the fact that many of these employees work an overtime schedule as well as make other personal sacrifices in order to attend class.

We at the U.S. Army Reserve Personnel Center appreciate the dedicated service you render to this organization and our people. We look forward to our continued partnership in education, now and in the future. Again, thanks for a job well done.

Sincerely,

Diane L. Bryant
Chief, Training and
Development Branch
Civilian Personnel Office

September 10, 1990

Dear_____:

On behalf of the participants and staff of the Building Practical Skills Program, we want to thank you for your support. Due to your scheduling efforts,_____ _____ has been able to attend the classes and has demonstrated progress in the following basic skills areas:_____ _____.

Although everyone agrees upon the goals of the program and the benefits to both employer and employee, the success of this program depends upon many factors; most importantly the commitment that you have shown by making the effort to see that members of your department are released to attend.

We appreciate your cooperation and commend you for the time and energy that you have already expended to help the employees in your department continue to learn and grow.

Sincerely,

_____ _____

Linda Word Jan Miller

Supervisor's Questionnaire

1. How many employees under your supervision do you think might be in need of some basic skills upgrade? _____

2. How are basic skills assessed when employees apply for a job under your supervision?

_____

3. If you suspect deficiencies in basic skills in and employee, what do you presently do to help that individual? Generally I.....

	Check
overlook it and focus on other strengths, such as pleasant personality	_____
lower standards for that employee, usually thinking that there is no time to teach basic skills or that the situation can't be helped	_____
get angry because the job requires more from that employee than he can presently produce	_____
am embarrassed for the employee and try to avoid situations where the deficiencies appear	_____
None of the above, I generally_____	

_____

4. What grade level reader do you think is needed to adequately handle the least demanding job within your department? _____

5. Are critical thinking and problem-solving skills ones that you think need to be addressed for some of the employees under your supervision? _____

6. Would you be willing to work with the educational staff member and the employee to improve worker performance? We would target areas of work that need improvement as these relate to basic skills deficiencies and develop an individualized plan for the employee.

Yes_____No_____

Supervisor_____

TO: DATE:

FROM:

SUBJECT: Supervisor's Survey for Pre-Technical Workplace Skills Classes

The Parkway Area Adult Basic Education Program is expanding its service to the community to include on site workplace skills classes. The program is free to the employees, with materials and instructors provided by Parkway Area Adult Basic Education.

Classes are designed to meet the specific needs of each participant. All instruction is individualized with one-on-one tutoring available for literacy-level students. Teachers are certified and highly qualified for on-site workplace instruction.

Some employees will want to refresh skills and some will want to master skills not completely learned. This type of program benefits everyone. The employee increases self-confidence and is better prepared for employment advancement. The supervisor gains a better qualified worker with increased productivity and a better attitude toward the job.

1. Which of these skills do you think employees you supervise would need to improve most?

_____reading _____writing _____spelling

_____math _____verbal communications _____critical thinking

_____how to learn something new

2. Do you think employees under your supervision would attend workplace skills classes on a volunterer basis if on-site scheduling was convenient for the employee?

_____ yes _____ no

3. Do you see a need for a program which would bring specific job related skills and materials into the classroom for use in instruction?

_____ yes _____ no

4. Would you support an effort of this type?

_____ yes _____ no

mc/91

Name _____

Office phone _____ Job Title _____

Work hours _____ Department _____

GOALS AND OBJECTIVES

ACADEMIC/VOCATIONAL:

SHORT TERM _____

_____

LONG TERM _____

_____

MATERIALS TO BE USED

READING

MATH

COMMUNICATION SKILLS

ON-THE-JOB

EVALUATION METHOD

1. Retest on TABE test: Form _____ Reading _____
   Math _____
   Language _____

2. On-the-job material evaluation:

3. Comments made by participants or supervisors: _____

_____

_____

_____

_____

mc/91

WRITING SAMPLE

DATE: _____ CLASS SCHEDULE: _____

PLEASE WRITE AT LEAST A PARAGRAPH (more if you care to) EXPLAINING YOUR GOALS AND OBJECTIVES FOR ATTENDING THIS PROGRAM:

When I learned about the Pre-Technical Workplace Skills Program I thought

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature

STUDENT EVALUATION FORM

Dear Adult Skills Enhancement Program Student:

Your assistance in evaluating this class is being sought so that we can continue to improve our program. We would appreciate your response, positive and negative, to the following questions...

		yes	no
1)	Were your expectations fulfilled by the class as it was conducted	____	____
2)	Were you able to meet your individual goals during your time in class	____	____
3)	Were the materials available, adequate for your needs	____	____
4)	Do you feel the instructor spent enough time with you in class	____	____

		Good	Satisfactory	Poor
5)	How well did the instructor know the materials	____	____	____
6)	Rate the instructor on ability to make effective assignments	____	____	____
7)	Rate the instructor on effectiveness in helping you reach your educational goals	____	____	____
8)	How well did this program contribute to increasing your self-confidence	____	____	____
9)	How well did this program contribute to helping your job performance	____	____	____

Please tell us your feelings (positive and negative) about your educational experience in this class:

_____

_____

_____

_____

_____

_____

NAME (optional) _____

PARKWAY AREA ADULT BASIC EDUCATION

Serving the school districts of Parkway, Pattonville, Clayton, Ladue, Brentwood and Maplewood-Richmond Heights

Pre-Technical Workplace Initiative
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

TO:

Billing period _____ for classes at _____.

Date:	Number of Teacher Hours:	Rate per Hour:	= Amount:

Total..... $_____

Please remit to: Parkway Area Adult Basic Education
Attention: Donna Burk
12657 Fee Fee Road
St. Louis, Missouri 63146

Thank you

Jan Miller
Project Coordinator

Linda Grosse
Project Coordinator

Donna Burk
Director

mc/91

PRE-TECHNICAL WORKPLACE CLASSES

TO: _____ DATE: _____

The following students have missed classes repeatedly. Please call them, record the information, and return this form to the teacher.

Thank you

_____

PHONE	STUDENT'S NAME	REASON WHY NOT COMING TO CLASS/ HAVE MET GOALS?	PLANS TO RETURN? YES or NO	IF YES, WHEN?

m 7/91

SUNNEN PRODUCTS COMPANY

(beginning April 15, 1991)

Week	Date	Students	Contact Hours	Teacher Hours	Average Attend.	Payment and hours
1	4/15	51	102	(16) 10	6.11	$13 = $130
	4/17	53	106	"	6.78	"
2	4/22	53	105.5	"	6.42	"
	4/24	58	114.75	"	7.04	"
3	4/29	58	114.	"	7.01	"

LITERACY IN THE WORKPLACE
PARTNERS IN LEARNING

MISSOURI BAPTIST MEDICAL CENTER
and
PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

HUMAN RESOURCE SEMINAR
METROPOLITAN CHICAGO HEALTHCARE COUNCIL
NOVEMBER 1, 1990

PRESENTERS: LINDA WORD, DIRECTOR
EDUCATION AND COMMUNITY SERVICE
Missouri Baptist Medical Center

NANCY N. SPRADLING, PROJECT COORDINATOR
PRE-TECHNICAL WORKPLACE INITIATIVE
Parkway Area Adult Basic Education Program

Parkway Area Adult Basic Education

Seminar Outline

I. Parkway's Pre-Technical Workplace Initiative Project: A State Department 353 Special Project

1) Pilot Project

2) Three (3) Sites

3) Model Guide

II. The Building Practical Skills Program

1) What is it?

2) Statistics From Missouri Baptist Medical Center

III. Key Elements For a Successful Program

1) Advisory Committees - Planning

2) Tutor-Volunteer Recruitment

3) Financial Agreement

LITERACY IN THE WORKPLACE

Partners in Learning
Missouri Baptist Medical Center
and
Parkway Area Adult Basic Education Program

Case study of the Implementation Process of a Workplace Basic Skills Program in a 500 bed, acute care hospital in the mid-west.

I. Developing and Operating a Program

A. Pre-Assessment and Initial Contact Phase

1. Personnel Director received a letter from Parkway Coordinator.

2. Meeting was scheduled with Parkway coordinator, Personnel and Educational Services Director.

3. Meeting scheduled with President, CEO to discuss the possibility of having the program. Options considered at that time:
   a. Are we going to require employees to go on their own time?
   b. Are we going to require a combination of the two?
   c. Will the company pay for the employee to attend on work time?

B. Internal Assessment of Needs as well as Commitment for Support of the Program

1. What goals/standards of your company are not being met?

2. What skills are/will be required to perform particular jobs? (Answers to this question will provide the basis for identifying the training needs of your workplace.)

3. Do enough employees need help to warrant establishing a program. (Need employee as well as management's perspective on this question.)

4. Is your company prepared to assign staff that will be needed to direct, coordinate, and monitor the program?

5. Do you have appropriate space available to accommodate an on-site program?

6. What will it cost to plan and manage a program and how much of the cost is your company willing or able to assume?

11/90

C. Creating a Planning Team/Advisory Council

1. Better results are usually achieved in a company if you have a multidisplinary planning/advisory team. (Make it a working, manageable size team.)

*2. Selecting an Education Partner. If your internal assessment indicates the need for a job related basic skills program, you have two choices. You can either operate the total program yourself or contract with an educational service provider.

Most companies do not have the internal resources necessary to develop and run their own program.

In most communities throughout the country there are educational provider organizations from which you can select one best suited to your needs.

- Your local school district, which may administer an adult basic education program.

- The adult and continuing education unit of your state education department.

- College and universities.

- Non profit literacy groups - Laubach Literacy (315/422-9121) and Literacy Volunteers of America (315/445-8000) are the two major voluntary organizations.

- Contact Literacy Hotline 800/228-8813.

- For profit organizations and individuals.

- Your local library and/or state library office.

- Private industry councils.

Your choice of a provider is probably the most important single decision you will make.

3. Establishing program goals and structure.

Do an internal needs assessment:

a. This can be done by surveys, focus groups, input from personnel dept. Manager input is very important.

b. Once needs are determined you should now translate your findings and conclusions into clear and concise program goals in three broad areas: program operation, instructional outcomes, and product outcomes.

4. Staffing

Project Coordinator - The employee designated to serve as company coordinator of your training program has a pivotal role and should be selected with care.

* This individual will be the company's main liaison with your chosen educational partner. Needs to have good communication and organizational skills.

Program Director - The instructional program will need a director. This person would usually be assigned from the staff of the educational providing organization.

* This individual should be experienced in implementing and managing a basic skills program. This includes curriculum and materials development, teacher training and supervision, learner assessment, and record keeping.

Teachers - One of the main reasons for working with an outside educational provider is that they are in the best position to provide the teaching staff to assure that you get teachers really suited to the needs of both your company and your employees, you should be involved in a general way in their selection.

* The teachers should be knowledgeable about and sensitive to adult learners and their needs. They should have prior experience in teaching basic skills to adults.

5. Curriculum, Teaching Approaches, Materials

- Your basic skills program will get better results if a variety of learning styles can be accommodated.

* It is best to measure the success of your program by the employees subsequent ability to apply what he or she has learned to the requirements of a job actually performed.

6. Recruiting Employees for the Program

* Because of the stigma attached to illiteracy, most employees have been covering up their deficiencies for years. They will feel threatened and embarrassed if they are singled out because of their basic skills problem.

The most important element of recruitment should be sensitivity and respect for your potential learners.

- Assure employees that their jobs are not threatened and that the program is being offered because the company values them.

- Avoid methods, language, and attitudes which expose their problems needlessly.

- Observe confidentiality in employee schooling and achievement records.

- Provide concrete incentives for participation. Full or partial released, time is a commonly given incentive.

- Onsite instruction is a key element.

- Recruitment Techniques to use:

a. Word of mouth through supervisors and co-workers.
b. Company-wide orientations for large groups of employees, followed by small group discussion.
c. Posters and notices displayed in high-use areas of the company.
d. Articles in in-house newsletters.
e. Letters sent to employees or notices in paychecks.

7. Testing and Screening

Basic Skills Evaluation or Assessment - we avoided the use of test. Purpose of this is to locate the employee's needs.

8. Record Keeping

- Paper files or computer files will be needed.
- Information gathered might cover such things as attendance, hours of instruction, pre-post skill tests results, and employee educational background.

9. Selecting the Site for Classes

- Permanence of Space - the instruction site should be comparable in permanence to the sites of other company training programs.

* The more your program is seen as part of the company's overall training and education effort, the less likely beginners will feel stigmatized.

- Space should be attractive.
- Safe, comfortable and clean.
- Room needs to be adaptable.
- Accessibility - the more accessible, the more inviting it will be to trainees.
- Flexibility - the site will need to be equipped with furniture that is appropriate for learning.

10. Providing Essential Support Services

* Many employees will have had negative learning experiences in the past and will be anxious about whether they can do well in the program.

11. Role of Evaluation

- Plans for evaluating the effectiveness of your basic skills program should be established during the early planning phase.

- A good evaluation component will tell you if employee and company learning goals are being met.

- You will need to design forms, implement procedures, gather and analyze information, and have a clear sense of what information to gather, to know whether learning goals are being met as the program progresses.

- Testimonials and other anecdotal data should be gathered from the trainers, their co-workers and supervisors, and program staff.

Presented by:

Linda S. Word
Director of Educational Services
Missouri Baptist Medical Center
3015 North Ballas Road
St. Louis, Missouri 63131
314-569-5266

form: literacy.out

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

PRE-TECHNICAL WORKPLACE INITIATIVE

Second Annual LIFT Literacy Conference
Breckenridge Hotel and Conference Center
1335 South Lindbergh at Highway 40
Frontenac, Missouri

Presenters: Donna Burk, Director
Parkway Area Adult Basic Education

Nancy Spradling, Project Coordinator
Pre-Technical Workplace Initiative

October 18, 1990

Outline

I. Parkway Area Adult Basic Education
Pre-Technical Workplace Initiative
Project: A State Department 353 Special Project

1) Pilot Project

2) Three (3) Pilot Sites

3) Guide

II. Results of the Project

1) Partnership Planning

. Advisory Committees
. Business/Education Initial Meeting Packet

2) Task Analysis

3) Financial Agreement

4) Tutor-Volunteer Recruitment

PARKWAY AREA ADULT BASIC EDUCATION

PRE-TECHNICAL WORKPLACE INITIATIVE
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

May 20, 1991

Mr. Fred R. Mills
MISSOURI BAPTIST MEDICAL CENTER
3015 North Ballas Road
St. Louis, Missouri 63131

Dear Mr. Mills:

We wish to thank you for your support of Missouri Baptist Medical Center's Building Practical Skills Workplace Program pilot site. Missouri Baptist Medical Center's leadership has encouraged other area businesses to also begin workplace classes.

The cooperation and enthusiasm of Linda Word has been superb. She has done her very best to assure each student an opportunity to reach their educational goals. We commend Linda on her faithful support of the program.

We are proud of all the students' achievements, (see attached sheet) and wish them continual success in their educational endeavors.

It's hard to leave and say good-bye, yet the time to move on has come. We appreciate having had the opportunity of working at Missouri Baptist Medical Center and hope that in the future we can make another wonderful connection.

Jan Miller
Jan Miller
Project Coordinator

Linda Grosse
Linda Grosse
Project Coordinator

Paula Royce
Paula Royce
Instructor

mc

PARKWAY AREA ADULT BASIC EDUCATION

PRE-TECHNICAL WORKPLACE INITIATIVE
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

May 20, 1991

Terri Delorey
Missouri Baptist Medical Center
SCHOOL OF NURSING
3015 North Ballas Road
St. Louis, Missouri 63131

Dear Terri:

We wish to thank you for your support of Missouri Baptist Medical Center's Building Practical Skills Workplace Program pilot site.

During the past year we have enjoyed working in the delightful Missouri Baptist Medical Center's School of Nursing classroom. We thank you and Arlene Meyer for making the scheduling possible and for your encouragement. We thank Carolyn McGinty too for use of the copier and the resources of the library.

It's hard to leave and say good-bye yet the time to move on has come. We appreciate having had the opportunity of working with you and hope that in the future we can make another wonderful connection.

Jan Miller
Jan Miller
Project Coordinator

Linda Grosse
Linda Grosse
Project Coordinator

Paula Royce
Paula Royce
Instructor

mc

PARKWAY AREA ADULT BASIC EDUCATION

PRE-TECHNICAL WORKPLACE INITIATIVE
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

May 20, 1991

Linda S. Word, RN, BSN, MA.
MISSOURI BAPTIST MEDICAL CENTER
3015 North Ballas Road
St. Louis, Missouri 63131

Dear Linda:

Thank you for the support, the encouragement and the enthusiasm that you have given to Missouri Baptist Medical Center's Building Practical Skills Workplace Program's pilot site.

Without your leadership the program would not have been so successful. Even though our numbers were not large, our successes with forty students ranged from small progressions to major accomplishments. Through your encouragement we have now expanded classes to two area hospitals and five businesses. We commend you on your faithful support not only to Missouri Baptist Medical Center class but also for the help you gave in spreading the workplace class idea in the St. Louis area and throughout the nation.

We have enjoyed working with you this past year and even though we now leave, we hope to make another wonderful connection in the future.

Jan Miller
Jan Miller
Project Coordinator

Linda Grosse
Linda Grosse
Project Coordinator

Paula Royce
Paula Royce
Instructor

mc

Building Basic Skills Commends Your Efforts

May 16, 1991

Dear Missouri Baptist Medical Center Student:

The Workplace Initiative staff wants to let you know that Missouri Baptist Medical Center Building Practical Skills class will end May 29, 1991.

We appreciate your participation in the program and wish you well in future educational endeavors.

If you plan to continue your studies and need the location of an Adult Basic Education Program close to your home or would like your records transferred to a certain site, please let us know.

You may contact Linda Word, Missouri Baptist Medical Center Educational Director, at 569-5266 and she will forward your need to us.

Continued success...

Paula Royce
Paula Royce
Teacher

Jan Miller
Jan Miller
Project Coordinator

Linda Grosse
Linda Grosse
Project Coordinator

mc

We Hope You Continue To Pursue Your Goals

160270

MISSOURI BAPTIST MEDICAL CENTER

BUILDING PRACTICAL SKILLS PROGRAM

Parkway Area Pre-Technical Workplace Initiative Program

FINAL RESULTS

Have passed GED	Passed dosage calculation	Taken GED results not back	Almost ready to take GED	Went on to college	Working on GED	Were assessed	Improve Math	Improve English	Improve Reading
2	4	1	5	3	2	39	16	7	4

Achieved Goals..... 20

Self-Esteem Improved.... 35

40 students

Some students made progress in more than one area

MISSOURI BAPTIST MEDICAL CENTER
BUILDING PRACTICAL SKILLS

PARKWAY AREA PRE-TECHNICAL WORKPLACE INITIATIVE PROGRAM

EMPLOYEE ACHIEVEMENTS

1	wanted to know level of ability -- tested high -- she really felt better about herself
2	passed dosage math test 90%
3	passed dosage test 95% -- improved math skills
4	achieved goals -- going on to college
5	passed test on dosage calculations
6	passed test on dosage calculations
7	brought up reading comprehension scores 3 grade levels -- improved math skills and gained confidence
8	worked to improve math skill so she could pass MBMC test for job promotion
9	great improvement in math skills
10	improved five grade levels in math comprehension and over three grade levels in math concepts and applications
11	improved math skills
12	passed GED test
13	working on math skills in preparation for community college and then nurse's training
14	improved in reading, math and writing skills
15	ready to take GED test
16	achieved goals in class
17	will take GED test on May 11 at Missouri Baptist College

18	took assessment tests -- needs further work in math basically --if she worked consistently, she could probably take her GED within a few months -- she is delighted she did so well on her assessments -- this really did a lot for her self-esteem
19	achieved goals -- improved reading comprehension over one grade level -- improved math and w/s also
20	has done very well in class -- she is not far from getting her GED
21	she has made great progress -- could get GED in a few months if she could attend regularly
22	passed GED test (score 261)
23	assessment information and brush-up in math and punctuation
24	assessment information
25	assessment information and brush up math
26	assessment information
27	high assessment encouraged her to go on to junior college
28	high assessment encouraged him to go to technical college
29	assessment and math
30	brush up especially in math - assessment math
31	high assessment, brush up math and English - then went on to junior college
32	wanted assessment information
33	information on program
34	worked on GED...almost ready to take the test
35	completed goals
36	worked on English
37	assessment information
38	assessment and spelling
39	assessment and spelling, capitalization, punctuation
40	assessment, brush-up on math and punctuation

CERTIFICATE OF ACHIEVEMENT

AWARDED TO

_____

for accomplishment of

_____

Date _____ **Teacher** _____

Missouri Baptist Medical Center
Building Practical Skills Class
and
Parkway Area Pre-Technical Workplace Initiative Program